DOCUMENT RESUME

ED 257 240 EC 172 567

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TITLE The Parents Helping Parents and Count Me In Projects: Evaluation Report, 1982-1983.
INSTITUTION PACER Center, Inc., Minneapolis, MN.
SPONS AGENCY Bremer (Otto) Foundation, St. Paul, Minn.; Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE Aug 83
NOTE 67p.; Also funded by the McKnight Foundation. For 1983-1984 Evaluation Report, see EC 172 568.
AVAILABLE FROM PACER Center Inc., (Parent Advocacy Coalition for Educational Rights), 4826 Chicago Ave. So., Minneapolis, MN 55417 ($1.00).
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Advocacy; *Attitude Change; *Disabilities; Elementary Secondary Education; *Parent Education; Program Evaluation; Puppetry; State Programs; Volunteers
IDENTIFIERS *PACER Center MN

ABSTRACT

The paper reports evaluation findings for 1982-83 of the PACER Center (Parent Advocacy Coalition for Educational Rights). Section I addresses PACER's parent training project incorporating five levels of activity: public information, general parent workshops, special workshops, advocacy training, and individual information and advocacy assistance. Also briefly noted are the Center's bilingual and replication projects. The Count Me In project, which seeks to foster positive attitudes about handicapped people through puppet shows, is evaluated in the second section. Four levels of activity are addressed in this project: public information, volunteer training, trainers and replication, and puppet show presentation. (CL)

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Evaluation Report

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PACER CENTER, INC.

PARENTS HELPING PARENTS

A parent training project to educate parents of handicapped children about state and federal special education laws.

COUNT ME IN

A project to train volunteers to present puppet shows and information about disabilities to nonhandicapped children.

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PACER CENTER, INC.

(THE PARENT ADVOCACY COALITION FOR EDUCATIONAL RIGHTS)

Evaluation Report

1982-1983

The PARENTS HELPING PARENTS and COUNT ME IN projects

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The 18 organizations involved in the PACER Coalition are listed in the Appendix.

PACER Center is funded by grants from the Division of Personnel Preparation, Office of Special Education, Department of Education; the McKnight Foundation, the Bremer Foundation, and other foundations, corporations and individuals. Opinions expressed herein do not necessarily reflect the positions or policies of any of PACER's funding sources.

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Background and Introduction

PACER Center is a coalition of 18 organizations in Minnesota concerned with the education of children and youth with physical, mental, emotional, and learning disabilities.

PACER was established in 1976 when it conducted a five month pilot project in Minnesota under a small grant from the Minnesota Department of Education. The Minnesota Department of Education continues to cooperate and provide encouragement to PACER Center.

Since September 1978, PACER has been funded by grants from the Division of Personnel Preparation (DPP), Office of Special Education, U.S. Department of Education. PACER was the first parent coalition funded by DPP to provide parent training.

As of September 1981, PACER received funding through a second, three-year grant from the DPP. Additional financial assistance came from the McKnight Foundation and from the Bremer Foundation (for the COUNT ME IN program, described below) as well as from other corporations and foundations and from private contributions.

PACER Center's main function continues to be to inform parents of handicapped children of their rights and responsibilities under special education laws. Four subcomponents of the PACER program are included in the grants. They include:

1. PARENT TRAINING PROJECT IN MINNESOTA. Minnesota parents of handicapped children are trained in knowledge of laws and regulations concerning special education to enable them to work better and more effectively with their children's schools and to serve as advocates for better programs. Five levels of activity are included in this subcomponent: public information, general parent workshops, special workshops, advocacy training, and individual information and advocacy assistance.

2. COUNT ME IN. PACER has continued its handicap awareness project which trains others in the presentation of puppet shows designed to convey to school children knowledge about handicapping conditions and to develop positive feelings about classmates with disabilities. This program includes: public information, training volunteers to present the puppet programs, training of trainers, and puppet show presentations. In addition, this year the COUNT ME IN staff, having developed scripts designed for use with older audiences, has piloted the handicap awareness program in several secondary schools. Based on continuing evaluation of the project's results in the pilot presentations, the secondary phase of COUNT ME IN will continue to be developed during the next school year.

3. BILINGUAL PROJECT. Following a special project conducted among the Twin Cities Hispanic community in 1981-82, PACER has continued to receive phone calls about its services from the bilingual population. PACER now has available two publications in bilingual (English/Spanish) editions for use by Hispanic parents and others interested in special education. News releases about the publications have been

sent to national organizations, and many requests have been received.

4. PARENT TRAINING REPLICATION PROJECT. PACER has continued its replication activities, sending materials (including a replication booklet developed in 1981-82 in conjunction with Dissemin/Action) and/or talking individually with over 1,000 callers and correspondents from states outside Minnesota.

PACER's philosophy is "parents helping parents". Most of the project's staff and consultants are themselves parents of handicapped children. The project aims to make parents more effective advocates for their children and encourages them to work closely with the schools in planning appropriate educational programs for their children.

This report provides a description of the activities of the fifth year of PACER's program components. The period covered in the report is June 1, 1982 through May 31, 1983. The purposes of this evaluation are to help PACER Center discover methods to improve its services to parents of handicapped children and to assist other organiations in developing parent training projects.

SECTION ONE
PARENT TRAINING PROJECT

Summary of Evaluation of PACER's Parent Training Project 1982-83

Through its five levels of parent training activities in 1982-83, PACER Center served approximately 9,580 people (as compared to 7,750 in 1981-82).

Those served included: 2,650 person who attended level I presentations; 694 who attended Level II workshops; 634 in attendance at Level III workshops; 202 who attended Level IV workshops; and 5,401 mail and phone contacts from persons seeking information and guidance.

LEVEL I - PUBLIC INFORMATION:

In addition to continuing to publicize its workshops and services to parents, PACER's publicity efforts in 1982-83 followed several new directions, all devoted to reaching the public in new ways:

Intensive publicity campaigns surrounding three "special events" (a photographic exhibition sponsored by PACER, a benefit performance given for PACER of a play about Helen Keller, and a series of informative workshops about federal special education regulations) resulted in appearances on several radio and TV talk shows and news stories on radio and TV, as well as in newspaper articles.

News stories about issues of special importance to parents of handicapped youngsters were sent to papers statewide; in addition to explaining the issues, PACER was featured as a place to contact for more information and for answers to other questions parents might have about their children's schools and educational programs.

Finally, letters and flyers about PACER were sent to all of Minnesota's public health nursing departments, social service departments (county level) and directors of residential facilities; many calls have been received as a result of this campaign.

Also included in the Level I category are 37 presentations made by PACER staff members to various groups wishing to learn more about parental involvement and special education. In attendance at the presentations were over 2,650 persons.

LEVLS II, III, AND IV WORKSHOPS:

During 1982-83, 1,530 parents, professionals and others interested in special education attended PACER's 61 workshops (Levels II, III, and IV).

	NUMBER OF PARTICIPANTS
Level II (workshops for parents of handicapped children)	694
Level III (workshops for special audience groups)	634
Level IV (advocacy training workshops)	202
Total at 61 workshops	1,530

Conversations with persons at the workshops and "follow-up" phone calls made to parents who'd received PACER's training revealed a strong majority who believed the information gained was helpful, relevant, applicable to their situations, and well presented.

Of the twenty-five persons contacted for a "follow-up" survey, 88% of the parents said the workshop information was of use to them; 92% expressed more confidence in dealing with schools because of the workshop; and 48% said their child had either received better services or they expected better services when school resumed because of information learned at the workshop (an additional 32% said their school already offered good services.)

LEVEL IV - EVALUATION BY ADVOCATES AND PARENT TRAINERS:

Asked to evaluate the advocacy workshop they had attended, 105 of this year's 202 trainees responded.

Among the 105, 92% rated the workshop as excellent or very good; 95% remarked that they had learned something new from the training; and 91% indicated they felt more confident in their ability as advocates.

When asked to list from which parts they had learned most, the items mentioned most frequently were: the comprehensive explanation of the Rowley decision and the information on federal and state special education regulations.

LEVEL V - INDIVIDUAL INFORMATION AND ASSISTANCE:

Over 5,400 people contacted PACER for information and assistance during 1982-83. Of the phone calls and letters, 3,810 persons were seeking information. In addition to information, 1,465 persons sought help with individual advocacy concerns.

Twenty-five parents who had received PACER's help through a phone call were later contacted to learn how beneficial the help had been. Eighty-eight percent said that they felt more confident about working with schools after speaking to Center staff persons; 76% said they didn't feel they could have received the assistance needed if PACER's services had not been available. Finally, 100% said the information received had been very (84%) or moderately (16%) helpful to them.

OTHER PARENT TRAINING:

PACER continued to receive calls connected with a special project begun last year that reached into the Hispanic community. Many requests were received for two of PACER's booklets which are now available in a Spanish/English version. Also, several calls were received from persons seeking individual advocacy assistance.

PACER also continued its replication efforts, sending materials on its program, services, and form of organization to over 1,000 callers and correspondents throughout the nation. PACER co-directors also worked personally, either over the phone or in person, with groups seeking to form in other states.

Evaluation of 1982–83 Activities

Level I – Public Information

PACER Center's public information efforts include programs to inform the general public about the educational rights of handicapped children, to inform parents of handicapped children about PACER Center's workshops and other services, and to inform educators and other interested groups and individuals about PACER Center's programs.

I. Basic publicity

PACER's primary media mailing list is composed of all daily, weekly, and community newspapers; all radio and television stations in Minnesota; and all the state's handicap organizations' newsletters.

The most common media effort centers around publicizing the parent training workshops. If the workshops are held in the Twin Cities metropolitan area, the PACER office sends releases to the local media. For rural-area workshops, sample releases are sent to people from the local group co-sponsoring the event; they then send the news out to their regional media outlets. In addition, for metro area workshops, PACER also contacts a variety of special education professionals: for example, special education directors, school social workers and preschool program coordinators. Finally, with the cooperation of Twin Cities television stations, public service announcements and community calendar notices are prepared to inform the public about the workshops and their purpose.

II. National publicity

PACER also has a mailing list of publications that deal with special education concerns and that are distributed on a national level. News that may interest parents or educators nationwide (such as information about new booklets that PACER has available) is sent to these organizations. A related publicity effort this year was to contact the state special education directors of states with large Hispanic populations to let them know of PACER's bilingual materials.

Further, five articles were written this year specifically for certain magazines and submitted for their consideration. An article on fundraising and one on the use of volunteers by a nonprofit organization have been accepted for publication by Coalition Quarterly. An article on PACER's handicap awareness project, COUNT ME IN, has been accepted by the Council for Exceptional Children, and a second article, on PACER's parent training program, is still under consideration. Also under consideration for possible publication is an article on the value of coalitions as an effective form of organization that was submitted to a national magazine.

III. Specialized publicity

This year, besides generating publicity about PACER's workshops, special efforts were made to gain publicity in connection with several "one of a kind" occurrences and among groups that may not have been reached before.

A. News about a PACER-sponsored photograhic exhibition focusing on the "Ordinary Moments" in the lives of handicapped persons, a benefit performance for PACER of a play dealing with the life of Helen Keller, and a series of workshops PACER conducted on information about federal and state special education regulations was sent with personal notes to media reporters and to assignment editors. Special publicity packets were prepared.

In addition to the customary notices in advocacy, daily and weekly newspapers, efforts to publicize the events noted above resulted in: appearances of PACER staff or representatives on six radio "talk" shows and on two television news/interview programs; one television news story, and three radio news stories.

B. PACER sent material on its organization to all the metro area libraries and to the state's public health nurses, county social service directors, and residential facilities' directors. These contacts have already resulted in numerous calls from persons who learned of PACER through the professionals listed above. Further, the state chapter of the Academy of Pediatricians has agreed to publicize PACER's services to parents.

C. In response to requests submitted to us by the following organizations, articles about PACER were written for a League of Women Voters newsletter, an Episcopalian regional newsletter, and an Academy of Pediatricians publication.

IV. Other publicity

This year, PACER also expanded efforts to let the public know of the organization, not only as one that conducts workshops, but also as a continuing, ongoing source of information and training for parents.

Accordingly, a script for a general public service announcement was sent to all Minnesota radio stations. A general announcement was prepared for television with the help of a local station. Both metro daily newspapers were approached and did carry short articles about PACER's ongoing programs.

Finally, PACER prepared two news releases about subjects of timely interest to parents (a state public hearing at which testimony could be given about changes in Minnesota's special education regulations and the arrangement being worked out by the state legislature concerning funding for summer school programs) and sent them to all daily and weekly papers where they received good coverage. Both pointed to PACER as a source of information on each of the topics, as well as a place to contact with other questions about educational issues.

V. Summary of results

Those publicity efforts whose results can be measured together generated a total of:

238 newspaper stories (112 in rural area newspapers; 115 in the metro area; and 11 in national publications)
1 general TV public service announcement (run on a continuing basis)
1 radio public service announcement (run by many stations)
5 TV public service announcements connected with specific events
6 radio "talk show" appearances
2 appearances on TV news/interview programs
2 television news stories
3 radio news stories

VI. Non-media public information programs

PACER also seeks to reach the public directly with information about their services.

Flyers and newsletters were displayed at four large conferences held for various types of professionals, both in the metro area and in two rural-area cities.

In Minnesota, PACER staff members made 34 presentations to various groups requesting information about the Center's programs and the parental role in special education. More than 2,400 persons attended the presentations; they included medical and educational professionals; business leaders; university students; and the State Board of Education.

Presentations were also given at three national-level conferences and attended by 250 persons.

VII. Conclusions

A total of over 2,650 persons attended all the events at which PACER staff made presentations.

Once again, Minnesotans in all regions of the state were potential recipients of information about PACER and its services since news releases and radio announcements were distributed and published or aired in all the state's geographical areas. Hence, the goals of reaching 5,000 persons through the media and 500-800 through staff presentations (as expressed in PACER's federal grant application) were far exceeded.

Through the wide publicity PACER received for its sponsorship of the photography exhibition, benefit performance, and special workshops; the many newspapers who carried PACER's stories about summer school information and the state official public hearing; and the special efforts to reach other professionals who may serve handicapped children (public nurses, residential facility directors, and social work directors)--PACER believes its publicity efforts acquired new dimensions this year, reaching many who'd not heard about the Center through the more traditional types of publicity used in the past (i.e. workshop announcements and general PSA's about PACER services).

Evaluation of 1982–83 Activities

Level II --Workshops for All Parents

Level III – Workshops for Special Groups

PURPOSE

PACER Center conducted a total of 19 Level II and 36 Level III workshops in 1982-83. Level II workshops are for all parents of handicapped children; Level III workshops are for special groups of parents, such as those whose children are preschool age or have a particular disability.

The content in both types of workshops focuses on parents' and children's rights in special education, with information on assessment, parent involvement in planning individualized education programs (IEPs), advocacy, and parent-school communications. Participants at PACER workshops receive a packet of information, which contains material on special education laws.

One level II workshop was an extension of a special project begun last year, i.e., a session devoted to teaching parents how to communicate more effectively and comfortably with their children's schools. Though no individual rural region in the state was singled out in 1982-83 as a pilot project area, PACER did again seek to give its regular Level II workshops in all geographical areas of the state: rural, small city, and larger metropolitan area. Also, PACER continued to make special efforts to reach parents from minority populations.

SUMMARY OF LEVEL II AND III WORKSHOPS

LEVEL II

The 19 Level II workshops were attended by 694 persons, including 474 (68%) who were parents of handicapped children. (PACER's projected goal in its federal grant was to reach 350 to 450 persons at 8-13 workshops.) Ten of these workshops were held outside the Minneapolis-St. Paul metropolitan area. The 19 workshops were held throughout the state as indicated below:

GEOGRAPHICAL AREA	NO. OF WORKSHOPS
Regions 1 and 2	2
Region 3	2
Region 4	1
Region 5	1
Region 7	1
Region 8	2
Region 9	1
Region 11E (St. Paul area)	3
Region 11W (Minneapolis area)	6
Total	19

LEVEL III

The 36 Level III workshops were attended by 635 persons of whom 441 (69%) were parents of handicapped children. PACER Center's projected goals for 1982-83 in its federal grant were to reach 300 to 450 persons at 6 to 11 workshops. More LEVEL III workshops were given this year than any other year. PACER responded to requests for all 36 workshops. Most of the workshops given this year were held in the Twin Cities metropolitan area.

The groups to whom PACER gave Level III workshops included a wide variety of interests, cultural and socioeconomic backgrounds: young or new parents, parent groups organized through a hospital, foster parents, parents affiliated with a disability organization, and parents' groups organized in connection with a school.

EVALUATION BY PARTICIPANTS

At the end of all Level II and Level III workshops, participants were asked to complete an evaluation questionnaire, and 671 participants out of 1,323 (51%) did so. The following information was from these questionnaires. When comments are recorded in this and following sections, they are selected because they are judged to be representative of most of the comments from participants. In reading this report, it is important to note that two evaluation forms were used during the year for Level III workshops. Therefore, the number of participants responding to certain questions varies.

THE QUESTIONS AND RESPONSES

1. Who attended the workshops? (Number of questionnaires = 671)

Number	Percentage	Category
478	67%	Parent/relative of handicapped child
96	14%	Special educator or administrator
69	10%	*Other
49	7%	Staff member of other agency
16	2%	Regular educator or administrator
** 708	100%	Total

*Examples of persons represented in the 'other' category are: social workers, day care providers, students, special education aides, pediatric nurse, interpreters, advocates and school board members.

**The total is greater than 671 because certain respondents indicated that they were parents of handicapped children and also were educators or staff members of agencies.

2. What is the age of your handicapped child? (Number of questionnaires = 615)

Age	No. of Children	% of Total
Birth to 3 years	96	19%
4-5	117	23%
6-11	163	32%
12-14	55	11%

15-18	57	11%
19-22	15	3%
Older	5	1%
Total	508	100%

3. What is your child's primary handicapping condition? (Number of questionnaires = 557)

Handicap	# of Children	% of Total
Learning disabilities (and behavior problems)	145	29%
Mental retardation	115	23%
Orthopedically impaired	85	17%
Speech impaired	34	7%
Developmentally delayed (5 years and under)	31	6%
Hearing impaired	25	5%
Multiple handicaps	23	5%
Autism	15	3%
Other health impairments	11	2%
Emotional disturbance	9	2%
Vision impaired	6	1%
Total	499	100%

4. On the whole, how would you rate this workshop? (Number of questionnaires = 657)

Percentage of Total	Category
47%	Excellent
41%	Very Good
10%	Good
1%	Fair
0	Poor
1%	No Response
100%	Total

5. Have you learned anything new? (Number of questionnaires = 553)

Percentage of Total	Category
95%	YES
2%	NO*
3%	NO RESPONSE
100%	TOTAL

*Participants who answered NO to this question, indicated that the information presented was a good review.

6. Has this workshop helped you understand what to do if you are not satisfied with your child's education? (Number of questionnaires = 463)

Percentage of Total	Category
68%	YES
1%	NO
31%	NO RESPONSE
100%	TOTAL

7. How did you find out about this workshop? (Number of questionnaires = 463)

Percentage of Total	Category
34%	PACER
27%	Flyer from school
17%	Friend
14%	Flyer from other organization
10%	*Other
8%	Parent Group
8%	Newspaper
3%	Radio/TV
3%	No response
**124%	Total

*Examples of additional sources included in the "Other" category are: Headstart teacher, University professor, school board member, physician, vocational education instructor, church bulletin, and social service agency.

**The total is greater than 100 beause participants were asked to indicate all sources of information about the workshop. Twenty-four percent of the participants indicated multiple sources.

8. Would you like to receive special training to be an advocate for handicapped children? (Number of questionnaires = 657)

Percentage of Total	Category
19%	YES
35%	NO
3%*	UNDECIDED
43%	NO RESPONSE
100%	TOTAL

9. List a few important things you have learned or parts you liked best. (Number of questionnaires = 553; number of items learned or liked = 927)

Percentage	Thing mentioned as learned or liked
21%	Due process rights (specifically mentioned parent participation; physical education, a right for handicapped students; right to appeal; related services; surrogate parents; and the right of a parent to examine their child's school records and have inaccurate data removed)
12%	Proposed regulation changes for P.L. 94-142 (specifically mentioned-clear and concise explanation of complex written material; specific numbers of proposed regulations; how to voice one's opinions and where to send letters; how proposed changes would affect certain disabilities
11%	Federal and state special education laws
10%	Other (each of the following suggestions was made by less than one percent of the participants: visual aids; special

	education funding; viewpoint of a handicapped adults; levels of service; COUNT ME IN puppet presentation; importance of keeping a written record of phone calls and conferences with school personnel and practical suggestions and helpful attitudes of workshop presenters)
9%	IEP (specifically mentioned - components of a good IEP, having sample IEPs at workshops, time requirements for signing an IEP, and parents' input in developing appropriate goals for their child's IEP
6%	Assessment process and appropriate testing/evaluation of a child
5%	Assertiveness/communication skills (special emphasis was placed on developing effective and appropriate communication skills between parent and school
5%	Workshop packet and resource information provided by PACER
4%	Presentation - clear, concise, and comprehensive
3%	Information about PACER and the services provided
3%	Team staffing (specifically mentioned - how parents can become informed, prepared participants at the team staffing)
3%	Small group discussion and questions - Both parents and educators expressed their appreciation for the opportunity to interact with each other and to discuss their feelings and concerns. Moreover, both gained greater insight and respect for one another during the discussion periods
2%	All information presented
2%	Advocacy
2%	Simulation (role playing)
2%	Update on legislative issues
100%	Total

10. Do you have any suggestions for improving this workshop? (Number of questionnaires = 657; Number of suggestions = 313)

Percentage	Suggestions Made
31%	None or no improvement needed
29%	Other (each suggestion was made by less than one percent of participants) Some examples are: provide more information to parents concerning financial assistance and effective ways to cope with parenting handicapped children of all ages, including older children at sheltered workshops; more publicity needed; use a public address system; provide a list of local support groups; offer more information to teachers and aides on ways to help parents. (Some parents used this space to say "Thank you", "Wonderful workshop", and "Keep up the good work")
20%	Increase the time alloted for small group discussion and questions
9%	More time needed to cover workshop topics in greater detail
3%	Conduct more workshops
2%	Increase simulation practice time
2%	The workshop room was uncomfortable, i.e., too hot, too cold, unventilated
2%	Visual aids - participants stated that the viewing quality could be improved and that additional visual aids would be beneficial
2%	More frequent breaks
100%	Total

Of the 659 respondents, 53% did not answer this question.

11. What topics would you like for another workshop? (Number of questionnaires = 553; number of suggested topics = 209.)

Percentage	Suggested Topics
40%	Other (each suggestion was made by less than one percent of the participants): the appeal process; in-service for regular education teachers concerning mainstreaming; in-service for residential treatment staff; respite care; COUNT ME IN puppet training; insurance rights; more in-depth information about IEP/team staffing; discipline problems; funding for special education; the entrance and exit criteria for disabilities
17%	Workshops designed to obtain specific information about handicaps (specifically mentioned were mental retardation, speech and language, hearing impairments, learning disabilities, behavior problems, emotional disturbances, epilepsy, autism)
11%	Assertiveness/communication skills
6%	"Anything" relating to handicapped children and their education
6%	Update/review legislative issues
5%	Support group
5%	Advocacy
4%	Career planning/vocational rehabilitation
3%	Assessment/appropriate testing
3%	Preschool services
100%	Total

OTHER COMMENTS:

Comments added by participants frequently emphasized the thorough, informative and supportive presentations by PACER staff and the accompanying reference materials included in PACER's workshop packet. Several participants expressed their appreciation for PACER's services which enabled them to be better advocates for their children. A sampling of the comments received follows:

1. "The workshop moved along smoothly and at an appropriate pace. The speakers presented their material very thoroughly and without repetition. Information presented was relevant to parents of children with any type of handicap."

2. "I feel PACER has done a super job on behalf of handicapped children, parents and special educators."

3. "I really liked the folder with all the information and pamphlets. It really is useful for me."

4. "Keep up the good work. Hopefully, those that attend will be good promoters and encourage others to 'educate' themselves about their child's education."

5. "I appreciate receiving the folder with all the information. I'm sure I'll refer to it many times."

6. "I feel this workshop is a necessity for anyone with a handicapped child."

7. "I felt the workshop was very helpful. It is so reassuring to know this kind of resource is there for the parents of handicapped children."

8. "Thanks for coming. These are very informative workshops. My child is doing well because of my knowledge of special education laws and rights."

9. "A very fine workshop. You did a wonderful job of advertising and getting many people to attend. Great!"

10. "Thank you! This is my first official contact with PACER though I have known about the group. I have appreciated your information but even more your hard work for all of us and our children. We are just beginning to work with the school for our child - I'm sure we'll have more questions as time goes on."

CONCLUSIONS - LEVEL II AND LEVEL III WORKSHOPS

Level II and III workshops were attended by 1,329 persons in 1982-83, an increase in attendance of over 20% from the previous year.

Participants continued to find the workshops relevant, informative, and extremely supportive in suggesting productive directions for them to take.

A significant increase in the percentage of parents of preschool-age youngsters in attendance at Level II workshops was noted in 1982-83 (last year 32% of the parents were mothers or fathers of children ages 0-5; this year, that figure increased to 42%).

The number of Level III workshops given also rose substantially (from 26 last year to 36 in 1982-83) as PACER was able to meet all requests for such sessions.

WORKSHOP LOCATIONS AND ATTENDANCE

The tables on this and the next page show the locations, dates, and numbers of participants at all Level II and III workshops. Following the tables is a map of Level II workshops, showing the towns in which they were held and the area from which participants were drawn to each workshop.

LEVEL II - NUMBERS OF PEOPLE ATTENDING EACH WORKSHOP
JUNE 1, 1982 - MAY 31, 1983

PLACE	DATE	PARENTS	PROFESSIONALS	TOTAL
1. McRae 94/142	9-22-82	17	20	37
2. St. Paul AVTI	9-29-82	44	25	69
3. Fergus Falls	10-8-82	19	4	23
		14		

4.	Wadena	10-9-82	24	21	45
5.	Prior Lake	10-18-82	24	5	29
6.	Le Center	10-19-82	22	8	30
7.	Duluth	10-27-82	19	11	30
8.	Roseau	11-4-82	25	17	42
9.	Martin Luther King	11-8-82	42	10	52
10.	Grand Rapids	1-20-83	9	11	20
11.	Mpls. Comm.	1-22-83	23	1	24
12.	St. Paul	2-5-83	15	4	19
13.	St. Paul	2-8-83	19	11	30
14.	Mpls.	3-9-83	30	19	49
15.	Mpls.	3-12-83	13	4	17
16.	St. CLoud	3-15-83	47	28	75
17.	Bemidji	4-7-83	20	11	31
18.	Worthington	4-19-83	33	8	41
19.	Marshall	4-30-83	29	2	31
TOTAL			474	220	694

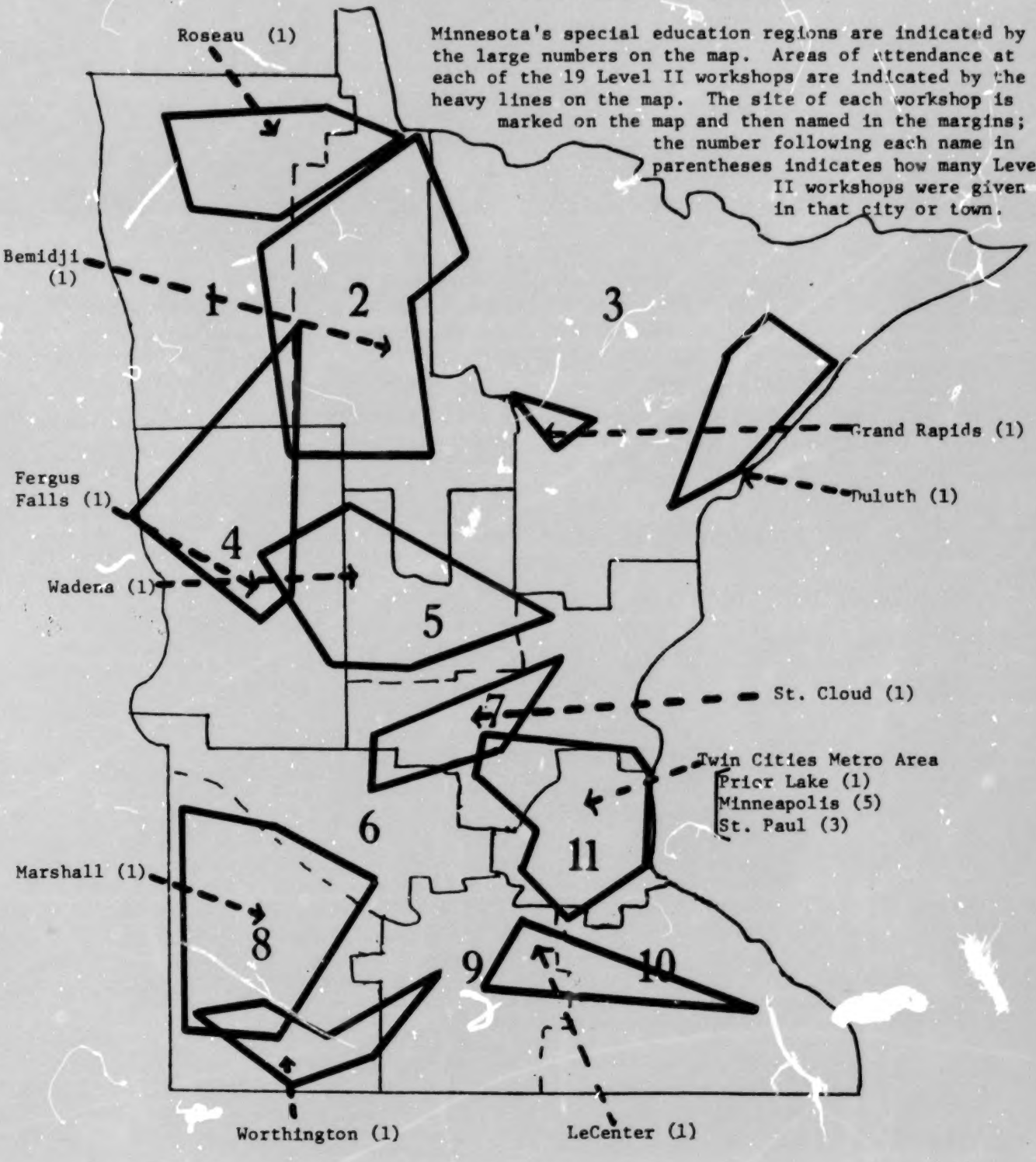
LEVEL III - NUMBERS OF PEOPLE ATTENDING EACH WORKSHOP
JUNE 1, 1982 - MAY 31, 1983

PLACE		DATE	PARENTS	PROFESSIONALS	TOTAL
1.	Child Watch Conference	6-4-82	15	15	30
2.	State School for Deaf	6-82	20	4	24
3.	ARC State Conf.	6-5-82	13	10	23
4.	OURS Adoption Conf.	6-18/19-82	22	4	26
5.	Mater[illegible] Child Care	7-20-82	15	15	30
6.	MACLD [illegible]. Trng.	8-12-82	19	1	20
7.	Gillette Parent Group	9-20-82	11	3	14

8.	ED Conference	9-20-82	0	18	18
9.	Inver Grove Heights	10-1-82	1	10	11
10.	MACLD Conf.	10-1-82	1	10	11
11.	St. Cloud UCP	10-12-82	24	20	44
12.	General Hosp Parent Grp	10-12-82	14	6	20
13.	CMI Minnetonka	10-18-82	7	6	13
14.	Como School a.m.	10-18-82	6	0	6
15.	Como School p.m.	10-18-82	4	1	5
16.	Red Wing	10-28-82	1	5	6
17.	Bridgeview Foster Parent	1-13-83	8	3	11
18.	McRae	1-17-83	8	2	10
19.	Wash. D.C. Natl Parent Network	2-15-83	24	4	28
20.	Childrens Home Soc.	2-23-83	7	4	11
21.	Fraser School	2-24-83	16	1	17
22.	Rosemount DLC	3-1-83	12	1	13
23.	Nekton Foster Parents	3-8-83	1	6	7
24.	Forest Lake DLD Preschool	3-9-83	7	0	7
25.	MACLD Adv. Trng.	3-10-83	4	0	4
26.	Lowe House	3-14-83	13	3	16
27.	DAC Preschool	3-16-83	9	1	10
28.	Longfellow Preschool	3-23-83	15	1	16
29.	Gifted Blaine	4-9-83	90	10	100
30.	Waconia	4-18-83	10	6	16
31.	Mendota DLC	4-28-83	14	3	17
32.	Indian Upward Bound	5-2-83	0	5	5
33.	N. Metro DAC	5-10-83	8	3	11
34.	ACT Advocates	5-10-83	0	9	9

PACER Center's Level II Workshops - 1982-83
Location and Attendance Areas

Minnesota's special education regions are indicated by the large numbers on the map. Areas of attendance at each of the 19 Level II workshops are indicated by the heavy lines on the map. The site of each workshop is marked on the map and then named in the margins; the number following each name in parentheses indicates how many Level II workshops were given in that city or town.



35. Jordon Coop	5-12-83	7	4	11
36. MACLD Trng.	5-16-83	15	0	15
TOTAL		441	194	635

FOLLOW-UP SURVEY OF PARENTS WHO RECEIVED PACER SERVICES DURING THE YEAR - WORKSHOP PARTICIPANTS

PURPOSE

In June 1983, telephone calls were made to 50 parents of handicapped children who received services from PACER Center during the year; 25 of them had attended Level II workshops and 25 had called the office for assistance with situations involving their own child or children. No professionals or advocates were included in this follow-up survey.

The purposes of these follow-up surveys were (1) to determine how, after a period of time, the participants evaluated the services they received, and (2) to determine whether parents were able to put to use the information they had received.

All the calls in the surveys were made by the same person, who was not a presenter at any of the workshops. The same questions were asked of all participants in each of the two categories.

FOLLOW-UP SURVEY OF PARENTS WHO ATTENDED LEVEL II WORKSHOPS

The 25 parents were chosen randomly from registration lists of persons who attended 6 of PACER's Level II workshops. The following chart shows where the workshops were located:

Workshop	Region	Number Interviewed	Workshop Date
Fergus Falls	4	2	10-8-82
Wadena	5	4	10-9-82
Roseau	1	3	11-4-82
Minneapolis	11W	3	11-8-82
Minneapolis	11W	5	1-22-83
St. Paul	11E	5	2-5-83
St. Cloud	7	3	3-15-83

Twelve parents (48% of those interviewed) lived in school districts outside the seven-county Twin Cities metropolitan area. This breakdown corresponds to the distribution of the general population of Minnesota.

The ages and primary disabilities of the children of the survey respondents correspond generally with the ages and disabilities of the children of other parents with whom PACER has had contact, even though the survey participants were chosen randomly.

Following is a summary of responses to the questions asked in the telephone survey of parents who attended workshops.

1. Was any of the information presented at the workshop useful for you?

22	88%	YES
2	8%	Will be at a later date (child too young)
1	4%	NO (Already knew laws)
25	100%	Total

The most frequent comments related to information about assessment, IEP, parents' due process rights, and what can be done if you are not satisfied. Many also mentioned the value of small group discussions, being provided with packets of materials they could refer to later, and their rights about seeing school records.

2. Are you more confident in dealing with schools because of information or support you have received from PACER Center?

23	92%	YES
2	8%	OTHER
0	0	NO
25	100%	Total

Most felt that knowing the laws, procedures, and their right to be involved gave them confidence that there was a place, PACER Center, where they could go for future assistance if needed. The two checking "OTHER" indicated that they had felt very confident in the past.

Some comments made by workshop participants included:

> "Before I sat back and let the school do everything. Now I'm a part of it."
>
> "Now I know legally what my child is entitled to and what I can do. Before I was scared I was stepping on the school's boundaries."
>
> "The workshop clarified my vague ideas so I knew exactly what to do."
>
> "The PACER workshop gave me the courage to confront the issues at the team staffing--even I had even been a classroom teacher. Being on the other side of the desk as a parent is different."

3. Do you feel you have been more involved in your child's educational program since you attended the workshop?

10	40%	YES MORE INVOLVED
10	40%	HAVE ALWAYS BEEN INVOLVED
4	16%	NO
25	100%	TOTAL

Of the 25 parents interviewed, 80% (20) are very involved in their handicapped child's educational program. Of those 20, (10) have become more involved since attending the PACER workshop. Two persons said no because their children were adults and out of the school system.

Another said no because of poor health, and the other parent hadn't had any occasion

since the recent workshop to get more involved. One young mother plans to get involved as soon as her child is old enough to receive services.

4. Has your child received better services because you have put workshop information to use?

10	40%	Have achieved better service
8	32%	Already had good service
2	8%	Expect better service because of PACER
2	8%	Children have progressed out of special education programs
2	8%	Above school age 21
1	4%	No
25	100%	TOTAL

Of the 25 parents interviewed, 32% (8) had good service at the time of the workshop, and 48% (12) have achieved better service to date or expect it when school reconvenes in the fall. One parent could not get better service and is requesting a hearing.

5. Child's Single Most Important Disability

Special learning problems and learning disabilities	12	48%
Speech and Language	6	24%
Orthopedically handicapped	2	8%
Mental retardation	1	4%
Autism	1	4%
Epilepsy	1	4%
Hyperactivity	1	4%
Emotionally disturbed	1	4%
Hearing impairment	0	0
Vision impairment	0	0
Total	25	100%

6. Child's Ages

0-3	2	8%
4-5	4	16%
6-11	9	36%
12-14	5	20%
15-18	3	12%
19-21	0	0
Over	2	8%
Total	25	100%

Other comments offered by workshop participants who reflected on benefits they had derived from the workshop included:

> "We have more insight. My husband is on the school board and now that he knows what services a school should provide, he influences our school to provide good special education programs."

> "I requested the school to set up another assessment, which showed my son no longer needed special education service."

"We were horrified to see what was in our son's school record. We're getting errors corrected."

"I'm now more effectively involved because I know what's going on."

"I feel I have someone (PACER) to call if problems do come up. My son is only 4 so there are many years ahead."

"The school has been cooperative even if our opinions differed. I think it's because I now know how to approach the issues."

"I have given the teacher different perspectives on my son and now he's getting better academic programming."

"I wish PACER had been around when my children were younger."

CONCLUSION

PACER Level II workshops provided parents with useful information, both verbally and in printed materials. As a result, 92% of the 25 parents surveyed felt more confident dealing with schools, 84% are involved or plan to be actively involved in their children's programs, and 80% of the parents feel their children are now or will soon be getting good special education services.

Evaluation of 1982–83 Activities

Level IV – Training of Advocates

PURPOSE

Level IV activities train persons to help conduct workshops on the special education laws for other parents of handicapped children and train persons to serve as advocates for parents of handicapped children. During 1982-83, PACER held six such training workshops, attended by a total of 202 persons. PACER had projected training 40-70 advocates in its federal grant. Workshop topics during the year included: advocacy training; an update on laws and regulations; effective media presentations; the Rowley case; and workshop presentation techniques.

EVALUATION BY PARTICIPANTS

1. Who attended the workshops? (Number of questionnaires = 105)

Percentage	Category
51%	Parent
49%	Staff member of an organization or agency
10%	*Other
1%	No response
**111%	Total

*Examples of persons represented in the "other" category are: speech pathologist, school psychologist, special education director, physical therapist and nurse.

**The total percentage is greater than 100 because some respondents indicated they were both the parent of a handicapped child and a professional working with handicapped persons.

2. On the whole, how would you rate this workshop? (Number of questionnaires = 105)

Percentage	Category
52%	Excellent
30%	Very good
2%	Good
2%	Fair
0%	Poor
4%	No response
100%	Total

3. Did you learn anything new from attending this workshop? (Number of questionnaires = 105)

Percentage	Category
95%	YES
2%	*NO
3%	NO RESPONSE
100%	TOTAL

*The persons who answered "no" to this question added that the information presented was an excellent review.

4. Please indicate a few things you learned or parts you liked best. (Number of questionnaires = 105; number of items mentioned = 137)

Percentage	Items Learned or Liked Best
22%	Impact and interpretation of the Rowley decision and its effects on special education (specifically mentioned: interpretation very clear and good analysis of the decision, reaffirmation of the importance of the IEP and the need for thorough assessment data and the facts of the Rowley case as opposed to the media coverage)
15%	Proposed regulation changes for PL 94-142 (specifically mentioned: clarification, specific numbers, and detailed history of the proposed regulations; how to voice one's opinions and where to send letters; how the proposed changes would affect certain disabilities; the specific concerns of various disability groups)
14%	Proposed state regulation changes (specifically mentioned: the detailed explanation of regulation changes; student/staff ratios; the opportunity to voice one's opinions to a representative of the Minnesota Department of Education and the mailing address of the Department for those who wish to express their concerns in writing)
11%	Explanation of the court system (specifically mentioned: how to read and understand court decisions; the differences

	between the majority, dissenting, and concurring opinions)
11%	School discipline and its relation to the handicapped student (specifically mentioned: the interpretation of legal issues regarding the handicapped child; historical background; legal perspectives and specific court cases relating to discipline; new insights regarding discipline, suspension, and expulsion and the comprehensive explanation of the issues)
7%	Presentation - detailed, comprehensive
7%	Other (each comment was made by less than one percent of the participants)...Some examples: the workshop packet and resource information provided by PACER; information about the possible revision of Section 504; time allotted for group discussion; "all" the information presented at the workshop
6%	Specific, detailed information about IEP, due process, team staffing, and assessment; practical suggestions offered by PACER staff during the training session for workshop presenters
4%	Legislative update
3%	Information about funding and supplemental appropriations
100%	Total

5. Has this training session made you feel more confident in your ability to advocate for the needs of handicapped children? (Number of questionnaries = 105)

Percentage	Category
91%	YES
4%	NO
2%	UNDECIDED
3%	NO RESPONSE
100%	TOTAL

6. Has this training session made you feel more confident in your ability to present this information to others? (Number = 105)

Percentage	Category
88%	YES
4%	NO
4%	UNDECIDED
4%	NO RESPONSE
100%	TOTAL

7. Do you feel that the workshop packet will be useful to you? (No. = 105)

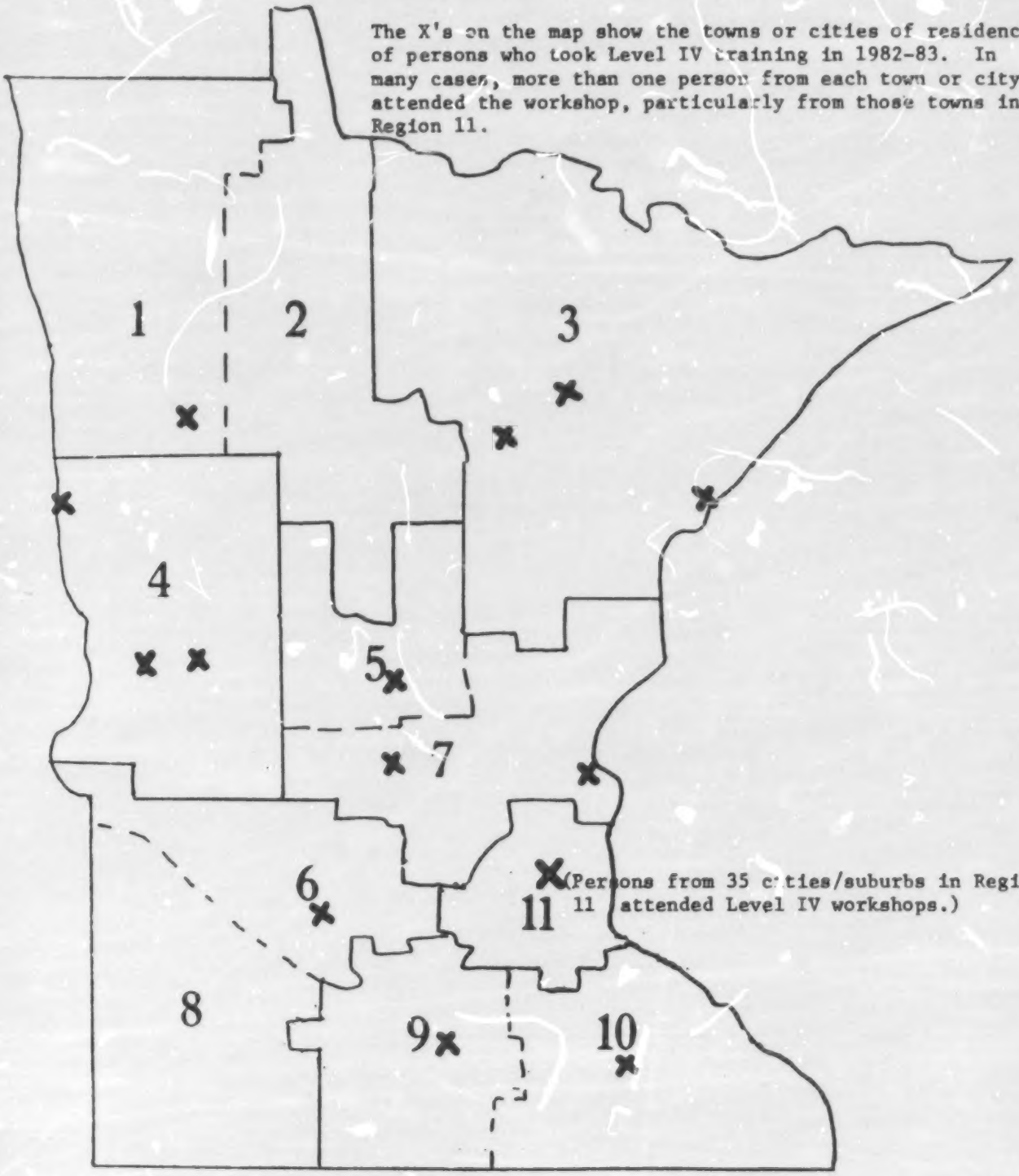
Percentage	Category
78%	VERY USEFUL
19%	MODERATELY USEFUL
1%	*NOT USEFUL
2%	NO RESPONSE
100%	TOTAL

*The person that responded "not useful" to this question is visually impaired.

8. What suggestions do you have for improving this workshop? (Number of questionnaires = 105; number of suggestions = 42)

REGIONAL REPRESENTATION OF LEVEL IV PARTICIPANTS, 1982-83

The X's on the map show the towns or cities of residence of persons who took Level IV training in 1982-83. In many cases, more than one person from each town or city attended the workshop, particularly from those towns in Region 11.



(Persons from 35 cities/suburbs in Region 11 attended Level IV workshops.)

Percentage	Suggestions
31%	None, or no improvements needed
22%	More time needed to cover workshop topics in greater detail
21%	Other (each suggestion was made by less than one percent of the participants)...some suggestions are: repeat workshop during the evening after working hours; information presented too quickly; "short sessions are preferable to all day long"; improve the setting where the workshop is held. Some participants used the space to say thank you.
14%	Increase the time allotted for questions and audience participation
7%	More frequent breaks
5%	More workshops needed
100%	Total

OTHER COMMENTS

Many participants added comments emphasizing the necessity of PACER's services. They also expressed appreciation for the detailed, comprehensive information represented at the workshops. Listed below are some examples of these comments.

1. "Information summarized in a clear, informative and helpful manner."

2. "This type of workshp is needed on a widespread basis throughout the state in order to educate both parents and school personnel about the legal aspects of appropriate special education."

3. "Continue to educate, challenge and expand."

4. "Your publications are beautifully written - clear, concise, well chosen in terms of detail. The Advocate newsletter is a model."

5. "These sessions always give me 'emotional fuel' to fight the system's inertia."

LEVEL IV - NUMBERS OF PEOPLE ATTENDING EACH WORKSHOP
JUNE 1, 1982 - MAY 31, 1983

CONCLUSION

PACER was able to give more Level IV workshops than had been anticipated when the year began. As in previous years, comments by participants indicated they had found the material pertinent, well presented, and timely. Repeated participation by many people who returned for additional training was noted among this year's audiences.

PLACE	DATE	PARENTS	PROFESSIONALS	TOTAL
Mpls. McRae Park	7-27-82	20	35	55
Mpls. McRae Park	9-10-82	23	23	46
Mpls. Advocate update	10-16-82	22	2	24
Mpls. McRae Park	10-27-82	21	25	46
Mpls. Media Workshop	5-18-83	15	10	25
Mpls. Presenters Wkshop	5-26-83	5	1	6
Total		106	96	202

FOLLOW-UP SURVEY
IMPACT OF LEVEL IV ADVOCACY TRAINING UPON ACTIVITIES OF ADVOCATES

PURPOSE

To determine the impact of Level IV Advocacy Training upon the activities of workshop participants, PACER distributed a survey to persons who attended any one of three training sessions held from July through October of 1982. Ninety-one surveys were mailed out, 63 (69%) returned.

SUMMARY OF ADVOCATES AND THEIR ACTIVITIES

Following is a summary of responses to the survey of advocacy activities:

1. When did you take PACER training? (Number of respondents = 63)

Number	Percentage	Time of Training
32	50%	Summer 1982 (Mpls.)
31	49%	Fall 1982 (Mpls.)
24	38%	Fall 1982 (Mpls.)

(Many persons attended more than one training session)

2. Are you a parent, staff person, board member, or volunteer for advocacy group or educator? (Number of respondents = 63)

Number	Percentage	Category
38	60%	Parent of a handicapped child
33	52%	Staff person, board member, or volunteer for advocacy/consumer group
9	14%	Educator
13	21%	Other

(Several persons listed themselves as falling into more than one category)

3. Please check all the activities that you have participated in since you attended PACER session/meeting/training. (Number of respondents = 63)

Participants	Percentage	Type of Activity
62	98%	Provided advice or support to a parent of a handicapped child, e.g. over the phone, in person, etc.
54	86%	Spoke informally to educators regarding special education
48	76%	Wrote to elected officials (legislators) or other policymakers about proposed special education rules or laws
43	68%	Spoke informally to doctors, dentists, lawyers and other professionals about special education concerns
42	67%	Communicated informally with policy

		makers (school board members, legislators, etc.) regarding special education
40	63%	Wrote letters or newsletter articles about special education issues
38	60%	Counseled a parent prior to a school conference
30	48%	Did volunteer work (or joined staff) for disability/advisory group
25	40%	Spoke to a school, church, civic, university, parent or consumer group
24	38%	Attended a conference/meeting regarding special education as representative of parent/consumer group at the local, regional, state or national level
22	35%	Helped an inactive parent group become more active or helped strengthen an existing parent/consumer group or coalition
21	33%	Joined a special education advisory group or committee
20	32%	Helped plan meeting, workshop, in-service or conference regarding special education and/or handicapped children
19	30%	Was a speaker/panel member at conference or workshop related to special education
18	29%	Accompanied a parent to a school conference
14	22%	Joined disability/advocacy group
13	21%	Provided testimony regarding special education issues at federal, state or local hearings, conferences or meetings
12	19%	Helped organize a parent/consumer group or special education advisory group
10	16%	Accompanied a parent to a conciliation conference
8	13%	Spoke at a school board meeting on behalf of special education concerns
7	11%	Helped PACER Center at a workshop
5	8%	Other activities
3	5%	Wrote letter-to-editor about special education concerns
1	2%	Accompanied a parent to a due process hearing

4. Did you find the PACER packets of information helpful and useful?

Number	Percent	Response
62	98%	YES
1	2%	NO

5. Did you receive information that was useful to you at the PACER session?

Number	Percent	Response
63	100%	YES
0	0	NO

6. Do you feel that you developed more training and advocacy skills as a result of attending the session?

Number	Percent	Response
57	90%	YES
3	5%	NO
3	5%	NO RESPONSE

7. Do you feel more self confident in your interactions with schools after attending the PACER session?

Number	Percent	Response
53	84%	YES
2	3%	NO
8	13%	NO RESPONSE

8. Other Comments

Among the additional comments offered by many respondents were the following:

"PACER workshops are always a very positive experience for me as a parent. They provide an opportunity to be with people working toward goals similar to mine."

"I have frequently called PACER and requested information which was always promptly, courteously and completely furnished."

"PACER's newsletters and training sessions have been invaluable to me as a parent of four handicapped children."

"PACER is my source of help whenever I don't know what is right or what to do."

"I feel my opinions and the facts I have to offer have more clout since attending the PACER meeting last fall."

9. Conclusion

Again, participation in PACER's Level IV workshops has shown a high correlation with participation in other advocacy activities; the respondents, on the average, participated in 9.2 of the 24 advocacy activities listed above.

Evaluation of 1982-83 Activities

Level V - Individual Assistance

PURPOSE

During the 12 month period beginning June 1, 1982, PACER received 5,401 telephone and mail communications from parents of handicapped children, professionals, and others. These communications included requests for general information or referral inquiries about workshops or other presentations and requests for individual advocacy assistance.

PACER does not have a toll free number but it encourages parents outside the Twin Cities area to call collect.

SUMMARY OF TELEPHONE AND MAIL COMMUNICATIONS

1. How many communication intakes were received each month?

Month(s)	Parents	Advocate Organizations	Professionals	Other	Total
June-July 82	167	114	177	35	493
August	137	85	96	13	331
September	180	97	107	29	413
October	231	93	244	28	596
November	200	52	223	29	504
December	116	51	131	13	311
January 1983	296	65	161	34	556
February	258	71	108	25	462
March	295	97	210	36	638
April	231	83	145	34	493
May	314	109	160	21	604
Total	2,425	917	1,762	297	5,401
	(45%)	(17%)	(33%)	(5%)	(100%)

"Parents" include parents and other relatives of handicapped children, foster parents, and group home houseparents. "Professionals" include primarily school district and regional educational personnel. "Advocates" include representatives of disability organizations, legal advocates, and persons who have taken PACER advocacy training. Many of the advocates are parents of handicapped children, but they were counted as advocates when their inquiry dealt with children other than their own.

2. Where do people live who contact PACER?

Minnesota is divided into planning regions that are also used as special education administrative regions. All 12 regions of Minnesota were represented in the 5,401 communication calls for letters PACER received.

Total Communication Intakes by Regions

Region	Number	Percentage
West Metro: Mpls. 11W	2,307	43%
East Metro: St. Paul 11E	1,211	22%
Southeast - Region 10	149	3%
South Central - Region 9	79	1%
Southwest - Region 8	100	2%
Central - Region 7	165	3%
West Central - Region 6	59	1%
North Central - Region 5	38	1%
West - Region 4	51	1%
Northeast - Region 3	86	2%
Northwest - Rgion 2	48	1%
Far Northwest - Region 1	68	1%
Out of State	1,017	19%
Out of Country	23	0
Total	5,401	100%

3. What information and education services were requested?

Of the total 5,401 telephone and mail intakes, 3,810 (71%) included requests for information and education. (Many intakes included more than one type of request and would be included in data for other "levels" as well.) These information and education intakes include a variety of types of requests, as indicated below.

Intake		
Information and referral	1,801	47%
Information on PACER	1,569	41%
Other (laws, etc.)	218	6%
Speech/conference requests	71	2%
Replication materials	62	2%
Media	52	1%
Meet with PACER staff	37	1%
Total	3,810	100%

4. How did people learn about PACER's services? (Number who indicated source = 486)

Source of information about PACER	Number	Percent
Advocacy organizations	114	23%
PACER workshops	76	15%
School personnel	68	14%
Agencies serving handicapped persons	63	12%
Friends	58	12%
PACER staff/board	33	7%
TV, radio	28	6%
Other	26	6%
Newspaper	13	3%
PACER brochure/newsletter/speech	7	2%
Total	486	100%

Of the 5,401 persons who contacted PACER Center, 486 (9%) indicated how they learned about the organization. It should be pointed out that many of the year's intakes are from persons who had been in contact with PACER before, and those persons were not usually asked how they learned about the organization. Also, letters frequently do not include this information.

5. Of the total Level V requests, how many were for individual advocacy assistance?

Fourteen hundred and sixty-five (27%) of the total 5,401 telephone and mail intakes to PACER Center included inquiries classified as "individual advocacy." These included questions relating to the educational needs of individual children. A large number of inquiries focused on the content and planning of IEP's; other questions dealt with: preschool programs, assessments, transportation issues, and the right of parents to see school records.

6. Distribution by sex of child whose parent is calling

Sex	Number	Percentage
Female	389	37%
Male	669	63%
Total	1,058	100%

7. Distribution by age of child of parent calling (Number responding = 1,048)

Age	Number	Percentage
Birth-3	118	11%
4-5	166	16%
6-11	361	34%
12-14	189	18%
15-18	166	16%
19-21	29	3%
Over 22	19	2%

8. Primary disability of the children (Number responding = 1,042)

Disability	Number	Percentage
SLBP (includes learning disabilities, behavior, problems and hyperactivity)	281	27%
Mental retardation, developmentally delayed	223	21%
Physically handicapped	162	16%
Emotionally disturbed	98	9%
Hearing impairments	83	8%
Other health impairments	70	7%
Multiple handicaps	40	4%
Speech/language	36	3%
Autism	30	3%
Vision	14	1%
Gifted	5	0
Total	1,042	100%

Conclusion - Level V

PACER's 1982-83 intake of mail and telephone inquiries increased by 5 percent over that of 1981-82. The intake from out of state showed an increase of 6 percent, while calls or letters from out of the U.S. greatly increased (from 5 in 1981-82 to 23 this past year). The continuing increase in intake is evidence, PACER believes, of the ongoing need for a source for parent information; further, results from the replication project conducted last year by PACER and Dissemin/Action are suggested by the growth in calls from persons outside the state and the United States.

FOLLOW-UP SURVEY OF PARENTS WHO RECEIVED INDIVIDUAL ADVOCACY ASSISTANCE

A follow-up survey was conducted by telephone with 25 parents who had received assistance from PACER by telephone with a question related to the education of their handicapped child. Respondents were selected to be generally representative of all callers in terms of age and disability of children and regions of the state. Parents were selected on a stratified random basis.

1. How helpful was the information you received on the telephone?
(Number = 25)

21	84%	Very Helpful
4	16%	Moderately helpful
0	0	Slightly helpful
0	0	Not at all helpful
25	100%	Total

All of the respondents to this question were asked the reason for their responses. Some of the most common answers were: got precise answers to their questions, clarified issues, were sent printed information, got supportive help that addressed my particular problem.

Some specific comments were:

"(The PACER person) gave me excellent advice and was a great help when she attended the conference with me. She knew the questions to ask."

"PACER spelled out definition of when physical therapy should be a part of an individualized ed program..."

"The staff meeting coming up worried us...we could ask intelligent questions after talking to PACER."

"PACER went beyond the call of duty."

"I had been unable to get information from special education director of my district."

"(PACER person) asked me questions that helped me clarify my thoughts."

"Unbelievably helpful. For the first time I looked at the teacher's side of the issue. PACER material jarred me and made me evaluate my actions...whole atmosphere was better."

"We had had no cooperation from district for 8 years. They paid attention when we contacted PACER and got laws."

2. Did you feel more confident in your ability to work with the schools after speaking to PACER Center? (Number = 25)

22	88%	YES
1	4%	NO
2	8%	OTHER
25	100%	TOTAL

Respondents who said "Other", added, "Haven't dealt with school yet on an issue," and "have always felt confident."

Some specific comments about parents' feelings and confidence included:

"I'm so glad PACER exists. People without handicapped kids don't understand L.D. and I really needed a place like PACER. I'm more confident pursuing what my child needs."

"I don't feel like I have egg on my face anymore. I know what I can expect in special education."

"PACER justified my concerns about what the problem was and verified that I was taking the right steps."

"Before PACER, my husband and I were humiliated and feeling a lack of self esteem. Input from parents at PACER put us back on the track. Without PACER, we couldn't have done it."

3. Has the information you received enabled you to obtain at least some of the services you feel your child needs? (Number = 25)

15	60%	YES
6	24%	NO
4	16%	OTHER--not yet, child out because ill
25	100%	TOTAL

Those answering negatively made such comments as "No residential placement is available," "there are no other options,", we hope to have the service in the fall."

Some specific comments from those who said YES were:

"The school offered only half of what the IEP said until I stated the laws--then they offered everything."

"I got an assessment which had never been done."

"School people are now listening to me since I know the laws."

"Without PACER we had nothing from the school. Six weeks after PACER got involved, the school provided everything our son needed."

4. Do you feel that you could have received the assistance you needed if PACER services had not been available? (Number = 25)

1	4%	YES
19	76%	NO
5	20%	OTHER
25	100%	TOTAL

Most of the parents in "Other" category responded by naming some disabilty organizations, or said that maybe they could have received help from another source but weren't sure where.

Comments from parents who said they felt they could not have received assistance elsewhere included:

> "Social workers had been zero help (with special education) but until I heard of PACER, they had been the only source of help I knew. I'm glad to have PACER."
>
> "When I say I've been in contact with PACER, I get a better response from school. They know I'm seeking good advice."
>
> "I don't know how else I'd find help. Where else do I turn?"
>
> "There aren't many organizations helping parents who are dealing with school probelms. Most agencies are helping the schools."
>
> "Maybe, but I haven't the faintest idea where that may be."

CONCLUSION

PACER's parent training project reached thousands of people during 1982-83. Goals for the project were exceeded. The evaluations indicate that parents rated PACER's services very high.

If the random sampling of 25 parents is indeed representative of the whole, PACER information and assistance is very helpful to parents, PACER gives parents the confidence to work toward appropriate education for their children, and the majority of parents do succeed in getting the services they feel their children need.

Bilingual Project

PACER continued activities begun in 1981-82 when it conducted a project designed to reach the Twin Cities Hispanic community. As a result of last year's special efforts, PACER continued to receive calls of inquiry about its services and its bilingual publications. Sixty-one calls were received in this category; four of them were seeking specific individual advocacy assistance.

Many callers requested a book on basic information for parents (special education laws and procedures and parental rights and responsibilities) that PACER had published in both English and Spanish last year, titled PARENTS CAN BE THE KEY.

This year, PACER published a second bilingual booklet, a collection of columns that have appeared in the Center's newsletter, the PACESETTER, dealing with various issues and problems that parents of special education students encounter. This booklet, PARENTS ASK PACER, was also ordered by many callers or correspondents.

Replication Project

Over 1,000 calls and letters were received in 1982-83 from persons outside the state of Minnesota, seeking information about the PACER organization and its activities and services. PACER's co-directors worked with groups seeking advice in Arkansas and other states. Others have also begun to use PACER's overhead transparencies that explain special education laws, regulations, and procedures.

A PACER co-director also spoke in person in Florida at a conference of that state's Department of Education about parent organizations and concerns.

SECTION TWO
COUNT ME IN

Background and Introduction

COUNT ME IN, a project of PACER Center, trains volunteers to provide educational programs about handicapped individuals to preschool, elementary, and secondary age students. The COUNT ME IN project seeks to foster positive attitudes about handicapped people and to dispel myths and fears children and adults have regarding disabilities. PACER began the COUNT ME IN project in June 1979 under a two year grant from the Department of Personnel Preparation, (DPP) United States Office of Special Education. It has continued during 1982-83 under a three year grant from DPP as well as with grants from private corporations and foundations. A grant was received for the second year 1982-83 from the Bremer Foundation to conduct training sessions in three rural communities.

The COUNT ME IN program was initiated in response to concern of PACER's Board of Directors and many parents that nonhandicapped children need to become more knowledgeable about disabilities and more accepting of their handicapped peers. PACER felt that a program was needed to help educate children and to assist schools in their efforts to implement programs in the least restrictive environment for handicapped children.

COUNT ME IN seeks to accomplish its goals through four levels of activity. This evaluation report summarizes these levels of service. They are as follows:

LEVEL I - PUBLIC INFORMATION - to inform the general public about the needs of handicapped people and about the COUNT ME IN project.

LEVEL II - VOLUNTEER TRAINING - to inform and train parents, handicapped persons, secondary students and other interested people about special education laws, various disabilities, techniques of puppet show presentations, and various awareness projects for children.

LEVEL III - TRAINERS AND REPLICATION - to train independent teams of puppeteers in the Twin Cities metropolitan area, to offer ongoing assistance to past trainees, to train cadres of volunteers in other areas of the state to replicate the COUNT ME IN project which will result in reaching greater numbers of children with handicap awareness information.

LEVEL IV - PUPPET SHOW PRESENTATIONS - to reach children in nursery, day care, and elementary schools, and to inform these youngsters about the needs and abilities of handicapped children.

INTRODUCTION TO PUPPET PRESENTATIONS

A brief description of the puppet shows is included here because it is helpful to understand the messages that COUNT ME IN presents to children as a background to the public information and training components of the project.

COUNT ME IN uses six large hand and rod puppets and has created preschool and elementary scripts and most recently junior high scripts. The disabilities represented include mental retardation, deafness, blindness, cerebral pal spina bifida, epilepsy, and learning disabilities. Puppets interact with and ask questions of each other to help children learn.

Presentations are given in preschools and day care centers, using three of the handicapped puppets and in elementary classes, using all of them. The puppeteers (COUNT ME IN staff and volunteers who have participated in each training session) operate and speak for the puppets.

The puppets ask each other questions about their handicaps; the questions are the basic, frank questions children often ask. The capabilities of children with handicaps are stressed. The handicapped and nonhandicapped puppets find they have interests in common, and the handicapped puppets tell how they compensate for their handicaps or have learned to use special equipment and aids.

Frequently during the shows, the puppeteers, speaking through their puppets, ask the children in the audience questions that help them identify with common experiences that they share with handicapped children.

At various points in the program, children in the audience are encouraged to ask questions. The puppeteers stay in character, so the children feel they are talking to the puppets rather than to adults. Following the discussion, children have the opportunity to examine each puppet at closer range and to inspect such items as a white cane, a wheelchair, braille games, and a hearing aid. At the end of the program, the COUNT ME IN staff, volunteers, and puppets ask the children to join them in singing the COUNT ME IN song:

Maybe we don't all walk the same,
Maybe we don't all talk the same,
But all people want to say,
COUNT ME IN!

Summary of Evaluation of COUNT ME IN Project 1982-83

During 1982-83, PACER Center's COUNT ME IN project reached more than 15,000 people directly, many more than had been anticipated in the projected goals for the year.

This includes 2,750 who attended programs and in-services, 154 participants in volunteer training, nearly 11,500 students and 450 teachers who saw the COUNT ME IN school presentations, and 726 persons who contacted PACER for COUNT ME IN information. Added to the 35,000 persons reached the first three years of the COUNT ME IN project, PACER Center has involved a total of 50,500 individuals in handicap awareness since the inception of COUNT ME IN in 1979.

LEVEL I - PUBLIC INFORMATION

Considerable effort was made in 1982-83 to inform the public about the COUNT ME IN project. The general public was informed about the project and made more aware of the needs and abilities of handicapped children through newspaper, radio, and TV publicity in the Twin Cities and outstate areas; through articles in publications of advocacy organizations and agencies; and through distribution of more than 8,000 brochures. In addition, 25 in-service and other presentations about the project were conducted, reaching more than 2,750 persons during 1982-83.

The specific target audiences of the project's public information efforts during the early years were potential volunteers to assist with handicap awareness programs and school personnel who might be interested in scheduling puppet shows. During 1981-82 COUNT ME IN began giving more emphasis to reaching other professionals about the importance of handicap awareness, and during 1982-83, further enhanced these efforts not only on handicap awareness and the abilities of disabled children, but also on the vulnerability of handicapped children to child abuse. Presentations and in-services were given to persons in medical, recreational and business professions, in addition to the educational field.

LEVEL II - TRAINING OF VOLUNTEERS

A total of 154 persons participated in COUNT ME IN training as volunteers for puppet show presentations and for other handicap awareness programs during 1982-83. The trainings included six held in Minnesota and one in another state. Three of the sessions were made possible by a grant from the Bremer Foundation, and one by a grant from the Girls Scouts. Included in the trainings were information about disabilities, children's rights in special education, and techniques of puppetry.

The effectiveness of the volunteer training is indicated by the evaluation of participants. One hundred percent of the participants, in response to a survey following the training sessions, rated the sessions as either excellent or good. More than three fourths of trainees in Minnesota indicated that they planned to present puppet shows as a means of handicap awareness and many were planning to develop other kinds of handicap awareness programs. The participants' evaluations showed that the training sessions made them feel confident about developing future activities relating to children's questions and concerns about disabilities.

In addition to the evaluation conducted immediately after the training sessions, COUNT ME IN surveyed, near the end of the year, the trainees from the first six trainings to determine their opinion of the training after a period of time and to discover what kinds of awareness programs they had been involved in since taking the training. The trainees gave high ratings to the content of the training sessions and 97% stated the training information had been useful to them.

Efforts to give bilingual programs were not continued, as a result of budget reductions, but COUNT ME IN scripts were translated into Spanish.

During 1982-83, COUNT ME IN also piloted a 12 hour training project with 18 secondary students about blindness and mental retardation. As a result of this pilot, plus one on physical disabilities and hearing impairments in early 1982, secondary programs and resource lists were prepared. The programs were piloted with 275 seventh-through-ninth graders.

LEVEL III - TRAINING OF TRAINERS AND REPLICATION

During 1982-83, three sites involved in Level II trainings were given additional help to continue trainings and to replicate the COUNT ME IN project. Jamestown, North Dakota, and Bemidji, Minnesota, have replicated the COUNT ME IN project and have persons who have become trainers through the specialized training and assistance they received from COUNT ME IN.

In the metropolitan area, 20 selected volunteers who had taken the COUNT ME IN training were given additional training and assistance to form independent teams to give programs in the schools.

LEVEL IV - PRESENTATIONS

During 1982-83, 143 programs were presented in 62 schools for 11,760 students and approximately 475 teachers. Additional funding was received from private sources to assist in reaching more children. Each year many requests for school presentations have had to be declined because of COUNT ME IN's budget and staff limitations.

Ratings of the presentations, both by children and by adults, have been overwhelmingly positive. All the teachers who saw the puppet shows rated them as excellent or good, and 145 indicated that they had initiated handicap awareness activities in their classrooms as a result of the COUNT ME IN presentation. Of the 4-6 graders who completed evaluations, 89% said that they liked the shows. In addition, 82% of the students indicated they learned something new about handicapped children, and 86% felt better about relating to children with disabilities.

This evaluation continues to confirm the need for increased handicap awareness activities. The unexpectedly large number of requests for COUNT ME IN presentations indicates that educators are interested in and supportive of the concept of sensitizing children to the needs of persons with handicaps. PACER Center hopes to continue to investigate ways to respond to this interest and to meet this need.

PACER Center believes that COUNT ME IN has been successful in training volunteers and informing many children and teachers about the needs and abilities of handicapped individuals.

Evaluation of 1982-83 Activities

Level I - Public Information

PURPOSE

The COUNT ME IN project attempts to achieve two main goals through its public

information efforts: (1) to inform the general public of the needs and capabilities of handicapped individuals and (2) to distribute information about the COUNT ME IN project.

SUMMARY OF ACTIVITIES

These two goals were achieved in the following ways:

1. News releases about COUNT ME IN training programs were distributed to:

   a. Approximately 50 weekly and daily neighborhood newspapers throughout metropolitan area.
   b. approximately 85 newsletters of disability groups, school related organizations, and civic and community organizations such as Scouts and park programs.

2. Feature articles about COUNT ME IN presentations were printed in school publications and neighborhood newspapers. Several publications of disability organizations and teacher groups included articles and pictures about COUNT ME IN programs.

3. COUNT ME IN staff persons appeared on a television program in Minneapolis demonstrating portions of the COUNT ME IN show and discussing needs of children who have disabilities.

4. More than 8,000 COUNT ME IN brochures were distributed to various disability groups, teacher organizations, medical groups, civic and community groups. In addition, a letter about the puppet show was given to the children who viewed the presentation at their school, so they could share the information with their parents.

5. Articles about COUNT ME IN appeared in each of the three PACESETTER newsletters printed by PACER in 1982-83. Each issue reached more than 9,000 parents and professionals.

6. PACER staff presentations about COUNT ME IN and the importance of handicap awareness efforts were given to more than 25 groups which included community organizations; disability groups; in-service training sessions for teachers, medical personnel, and other professionals who work with handicapped children; and university classes. More than 2,750 persons were reached through the presentations.

CONCLUSION - LEVEL I

A high level of interest in handicap awareness has continued through public information efforts during 1982-83. Thousands of people were reached through extensive public information. The project had hoped to reach at least 4,000 people during 1982-83 under Level I, and this goal was exceeded. It is anticipated that public information about COUNT ME IN will help the general public become more aware of the needs and abilities of individuals with handicaps.

Evaluation of 1982-83 Activities

Level II - Volunteer Training Workshops

Under Level II, volunteers receive training to present information on handicapping conditions to children. In 1982-83, COUNT ME IN held seven training sessions, attended by a total of 154 persons. Three were held under the Office of Special Education grant. Three other training sessions for 60 persons were funded by a grant from the Bremer Foundation and were held in Redwood Falls, Minnesota, and Marshall, Minnesota, and Jamestown, North Dakota. The Greater Minneapolis Girl Scouts provided funds for COUNT ME IN to train 37 girls ages 12-16 to give puppet programs to local troops. COUNT ME IN had proposed to train between 40 and 70 volunteers during 1982-83 under a federal grant.

TRAINING FOR VOLUNTEERS

The content of the Level II training sessions included information on disabilities, feelings of handicapped people, aids and appliances, and resources for and about disabled persons; suggestions on ways to respond to questions children most commonly ask regarding handicapped children; techniques of puppetry; and information on Public Law 94-142 with emphasis on the right of handicapped children to be educated in the least restrictive environment. Each training session was conducted over a two or two and one half day period.

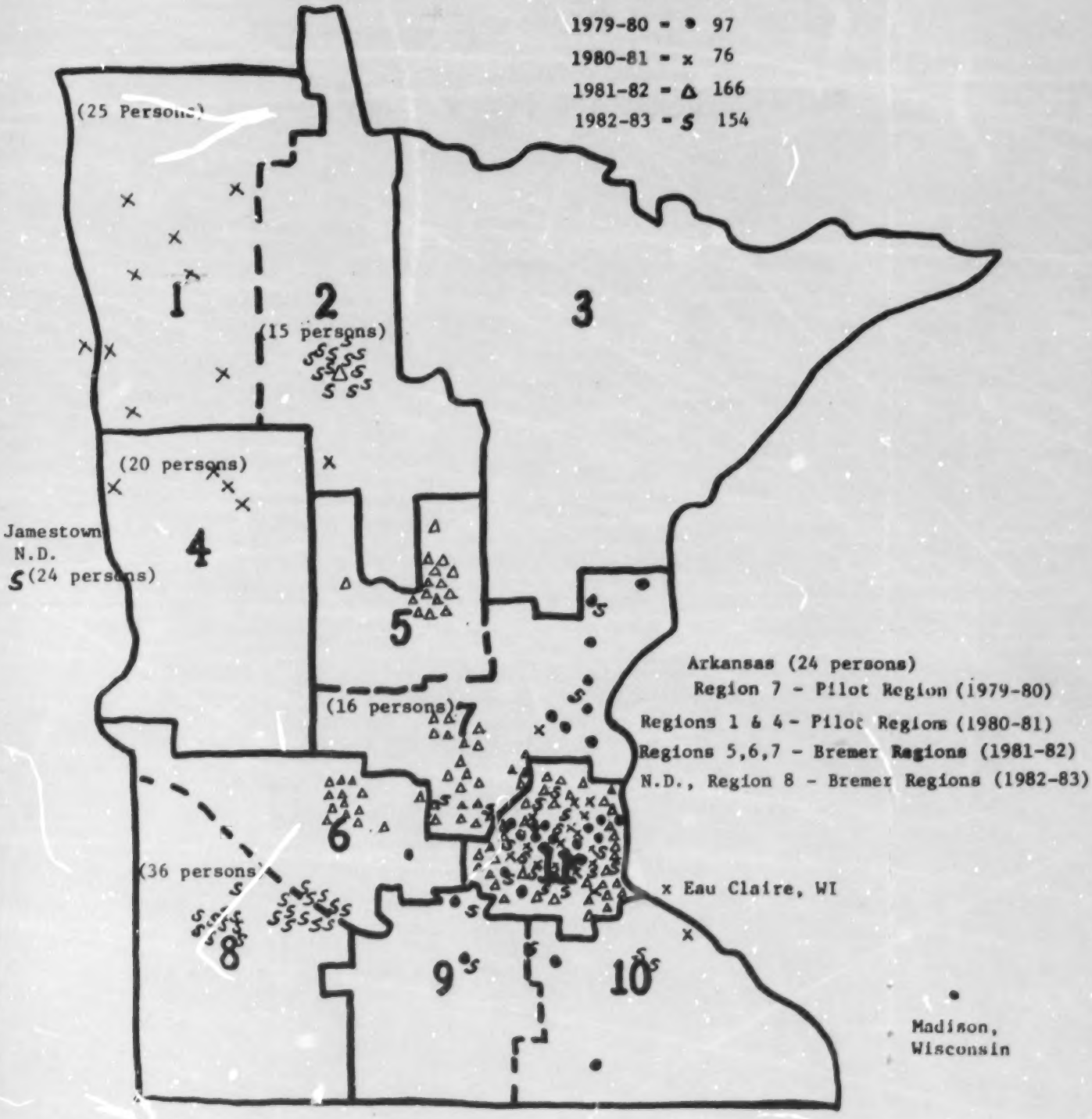
Presenters at the training workshops included disabled persons, parents of handicapped children, representatives of disability organizations, educators, and members of the PACER staff. Various methods of providing information were used such as lectures, small group discussions, audio-visual materials and actual puppet presentations to small audiences.

Each workshop participant received a 106 page COUNT ME IN Resource Manual which contains extensive information on disabilities, the laws, and various resource materials.

Also under Level II, COUNT ME IN scripts for elementary programs were translated into Spanish for use with bilingual audiences in the future.

A total of 154 persons participated in the seven 1982-83 training workshops. The participants represented a variety of backgrounds, as well as geographical areas. The following tables show these differences:

VOLUNTEERS	NUMBER	PERCENTAGE
Parents of regular education students	34	22%
Parents of special education students	16	10%
Persons with disabilities	5	3%
Educators	18	12%


Areas of Minnesota from which participants in COUNT ME IN Volunteer training came.
1979-80 = • 97
1980-81 = x 76
1981-82 = Δ 166
1982-83 = S 154
(25 Persons)
1
2
(15 persons)
3
(20 persons)
4
Jamestown N.D.
S (24 persons)
5
(16 persons)
7
6
(36 persons)
8
9
10
Arkansas (24 persons)
Region 7 - Pilot Region (1979-80)
Regions 1 & 4 - Pilot Regions (1980-81)
Regions 5,6,7 - Bremer Regions (1981-82)
N.D., Region 8 - Bremer Regions (1982-83)
x Eau Claire, WI
Madison, Wisconsin

Girl Scout Leaders	5	3%
Girl Scouts age 12-16	32	21%
*Other	31	21%
Not indicated by participants	13	8%
Total	154	100%

*(Medical personnel (nurses, O.T.), representatives of disability organizations, college students, etc.)

EVALUATION OF VOLUNTEER TRAINING

At the conclusion of each training, participants were requested to complete an evaluation to determine the effectiveness of the overall training. One hundred and twenty (78%) of the 154 participants returned the survey. The following questions were asked:

1. How much do you feel this training has increased or expanded your positive attitudes about disabled persons? (No. = 120)

Response	Number	Percentage
VERY	95	79%
MODERATELY	21	18%
SLIGHTLY	4	3%
POOR	0	0
NO ANSWER	0	0
TOTAL	120	100%

2. From the information you received at this training, how comfortable do you feel in encouraging in others positive attitudes toward disabled persons? (Number = 120)

VERY	90	75%
MODERATELY	30	25%
SLIGHTLY	0	0
POOR	0	0
NO ANSWER	0	0
TOTAL	120	100%

3. How sufficient was the information you received at the training for answering basic questions about handicapping conditions? (Number = 120)

VERY	86	72%
MODERATELY	31	26%
SLIGHTLY	3	2%
POOR	0	0
NO ANSWER	0	2%
TOTAL	120	100%

4. How comfortable do you feel about relating to children's questions and concerns about handicapping conditions? (No. = 120)

VERY	46	38%

MODERATELY	70	58%
SLIGHTLY	2	2%
POOR	0	0
NO ANSWER	2	2%
TOTAL	120	100%

5. How well informed do you feel about techniques of puppetry? (No.=120)

VERY	53	44%
MODERATELY	48	40%
SLIGHTLY	7	6%
POOR	4	3%
NO ANSWER	8	7%
TOTAL	120	100%

6. How well informed do you feel about giving presentations to school children? (N = 120)

VERY	48	40%
MODERATELY	56	47%
SLIGHTLY	7	6%
POOR	1	0
NO ANSWER	8	7
TOTAL	120	100%

7. How would you rate the overall training? (N = 120)

EXCELLENT	97	81%
GOOD	23	19%
FAIR	0	0
POOR	0	0
NO ANSWER	0	0
TOTAL	120	100%

COMMENTS FROM 1982-83 VOLUNTEERS

"I wanted to do something that would make an impact on someone's life...this is certainly an opportunity to help open a door and increase awareness for others--and myself."

"There is such a need for an awareness program like this in our community. I see it because I have a handicapped child and my mother has M.S."

"Because I am a parent with a special child, I want to inform the public about disabilities. Thank you so much for your time and energy to train me how to do it."

"This training session was so fantastic, especially meeting intelligent, delightful, handicapped people firsthand whom I have enjoyed thoroughly."

"The training was outstanding! This program gives me an opportunity to be needed to be useful, and to have fun."

"Thanks for the COUNT ME IN style of presentation...you created an atmosphere of permission to ask questions and offer suggestions."

"The training was so helpful, the discussions on the handicapped children and especially listening to people tell of their personal experiences with handicaps."

"I participated in this training to increase my knowledge and awareness of disabilities...This will make me a more effective educator and a more sensitive person."

"I'm a sucker for volunteering--this is a great idea to help other kids know that being handicapped doesn't stop a kid from being a kid that likes the same things all kids do."

"The girls (Scouts) were interested in learning about handicaps. They aren't as self conscious in front of others with a puppet as a tool."

FOLLOW-UP EVALUATION OF VOLUNTEER TRAINING THROUGHOUT MINNESOTA

Near the end of the year, follow-up evaluation forms were sent to all 117 participants in COUNT ME IN volunteer training. (The thirty-seven participants in the Girl Scout training were not included since that training was held in mid-April.) The purpose was to determine the trainees' opinions of the value of COUNT ME IN training after a period of time and to discover what kinds of awareness programs they had become involved with as a result of the COUNT ME IN training. Eighty-one (69%) of the 117 volunteer trainees returned the questionnaire. The following questions were asked:

1. From your present perspective, do you feel that COUNT ME IN training was useful to you? (Number = 81)

	Number	Percentage
VERY	63	77%
MODERATELY	16	20%
SLIGHTLY	2	3%
NOT AT ALL	0	0
NO ANSWER	0	0
TOTAL	81	100%

2. Do you believe the training helped you acquire greater knowledge about (a) handicapping conditions? (Number = 81)

VERY	59	73%
MODERATELY	11	14%
SLIGHTLY	8	10%
NOT AT ALL	1	1%
NO ANSWER OR HAD EXTENSIVE KNOWLEDGE	2	3%
TOTAL	81	100%

(b) special education laws? *

VERY	30	38%
MODERATELY	22	27%
SLIGHTLY	19	23%
NOT AT ALL	5	6%
NO ANSWER OR HAD KNOWLEDGE BEFORE	5	6%
TOTAL	81	100%

*At two COUNT ME IN training sessions, detailed information about special education laws was not included since PACER workshops on laws were scheduled for those communities in the near future.

(c) resources for information on handicaps?

VERY	39	48%
MODERATELY	32	40%
SLIGHTLY	8	10%
NOT AT ALL	0	0
NO ANSWER	2	2%
TOTAL	81	100%

3. Do you feel that the training enhanced your personal positive attitudes about (a) handicapped people? (Number = 81)

VERY	59	73%
MODERATELY	13	16%
SLIGHTLY	6	8%
NOT AT ALL	1	1%
NO ANSWER OR HAD A POSITIVE ATTITITUDE BEFORE	2	2%
TOTAL	81	100%

(b) handicapped children integrated into mainstream programs?

VERY	50	62%
MODERATELY	22	27%
SLIGHTLY	6	8%
NOT AT ALL	0	0
NO ANSWER OR HAD A POSITIVE ATTITUDE BEFORE	3	3%
TOTAL	81	100%

4. Do you believe the training helped you feel more comfortable meeting and relating to handicapped children and adults? (Number = 81)

VERY	57	70%
MODERATELY	12	15%
SLIGHTLY	9	12%
NOT AT ALL	0	0
NO ANSWER OR FELT COMFORTABLE BEFORE	3	3%
TOTAL	81	100%

5. Do you feel the training helped you become more supportive of the needs of handicapped children? (Number = 81)

VERY	62	77%
MODERATELY	15	19%
SLIGHTLY	3	3%
NOT AT ALL	0	0

NO ANSWER OR FELT COMFORTABLE BEFORE	1	1%
TOTAL	81	100%

6. As as result of the COUNT ME IN training, have you in any way encouraged the development of a program or project to increase awareness of and positive attitudes towards persons with handicaps? (Number = 81)

YES	22	27%
NO	57	70%
NO RESPONSE	2	3%
TOTAL	81	100%

The participants who responded "YES" listed the following activities they had been involved in since the training:

(a) Participants encouraged other handicap awareness programs in schools. These included promoting a week devoted to the study of handicapped children, and encouraging all parents to visit special education departments during school open house, talking to teachers, use of "real sign language" instead of gestures for songs.

(b) Participants initiated handicap awareness in their churches. Handicap awareness programs were planned for adults, special accommodations were created in church school classes for handicapped children, sign language songs were taught, and task force was established to study ways to meet needs of handicapped children.

(c) Participants encouraged community awareness through local council meetings, publicity of community respite care programs, and general publicity.

(d) Many groups encouraged others to explore the medium of puppetry as an effective way of raising awareness about handicaps. North Dakota began a statewide project.

7. Have you had any opportunity to give any formal presentations about handicaps or special education laws in any of the following ways:

(a)	educational programs (other than COUNT ME IN)	10	12%
(b)	entertainment (other than COUNT ME IN)	1	1%
(c)	speeches or talks to schools, college classes, (teachers, civic groups, professionals, etc.)	15	19%
(d)	advocacy effort on behalf of handicapped children or adults	17	21%

Have you had the opportunity to talk informally about handicapping conditions on an individual basis or small group basis with:

(e)	children	51	63%
(f)	parents	47	58%
(g)	educators	33	41%
(h)	other adults	57	70%

8. From your present perspective is there any aspect of the training that

you wish had received more time and/or emphasis?

YES*	13	16%
NO	48	59%
NO ANSWER	20	25%
TOTAL	81	100%

*Most frequent responses requested more detailed information on some handicaps, more time for presentation techniques, tips on how to communicate with schools prior to shows, and additional time in how to answer questions from children.

CONCLUSIONS

COUNT ME IN training programs for volunteers in Minnesota during 1982-83 were rated as excellent or good by 100% of the respondents. After a period of several months, 97% of the respondents rated the training information as useful. The information from the training was used in a variety of ways by participants.

As a result of the training, 89% of the volunteers felt they had acquired more positive attitudes about handicapped people, 85% felt more comfortable meeting and relating to handicapped children, and 96% felt they had become more supportive of the needs of handicapped children. In each category, an additional 3% indicated they had positive attitudes and were supportive before the training and continued to be so.

For many of the participants who were not parents of handicapped children or disabled themselves, COUNT ME IN provided an initial understanding of Public Law 94-142 and the concept of the least restrictive alternative. From the evaluations, it was evident that the concept of "mainstreaming" had become more meaningful to the volunteers. Also, the information on disabilities and presentations by disabled persons and parents of handicapped children served as a beginning for further study and awareness on the part of many volunteers.

Secondary Pilot Project

During January and February 1983, the COUNT ME IN staff conducted a 12 session pilot program with 18 seventh and eighth grade students, with the greatest emphasis placed on blindness. The pilot project, which consisted of two one-hour sessions each week for six weeks, had 3 purposes: a) to discover what teenagers wanted to know about blindness, b) to educate them about blindness and give them general information on other disabilities, c) to give them an opportunity to create scripts appropriate for the secondary level puppet presentations on blindness.

During the eight sessions on blindness, the students learned about causes of blindness in infants, teens, and adults; aids and appliances such as slate and stylus, white cane, guide dogs, braille books and other items; possibilities for jobs and independent living. The students spent one session meeting with a blind adult and asking questions. Two films were shown to acquaint them with abilities and interests of blind youth.

Students created several script ideas to convey information about blindness and portray teen attitudes and apprehensions about people with vision impairments. The

COUNT ME IN staff used these script suggestions to create full length scripts for junior and senior high students.

The remaining four sessions were devoted to information and concerns about mental retardation, physical disabilities and deafness. The junior high students viewed and commented on a script on mental retardation.

On the basis of pilot projects conducted with senior high students in 1982 and junior high students in 1983, the COUNT ME IN staff developed scripts on physical disability, deafness, blindness, and mental retardation. Various scripts and programs were piloted with a total of 275 seventh through ninth graders in ten separate programs at four junior high schools (two surburban and two inner city.)

Seventy-five students at 2 programs viewed a program on deafness that was paired with information on physical disabilities. The students responded favorably to the scripts and information on hearing impairments and physical handicaps conveyed through puppets.

Sixty students (30 at each of two programs) viewed a puppet program centered solely on vision impairments which featured two puppet scripts, display of aids and appliances, and discussion time.

One hundred forty students viewed a pilot program that included two puppet scripts featuring two different disabilities: mental retardation and the physical disability cerebral palsy.

Pilot pre-and-post-evaluation surveys were administered to 80 of the 140 students (4 groups) who viewed the physical disability/mental retardation programs to measure the increase in knowledge (true/false test) and attitude change (questionnaire with Likert Scale.) The tests were administered immediately before and after the presentation by COUNT ME IN staff.

The following chart demonstrates the percentage of students who gained knowledge from the presentation:

TRUE/FALSE test to measure knowledge of 10 common misconceptions.	# Correct on Pre test	# Correct on Post test	% of students who demonstrated increase in knowledge
1. Cerebral palsy is usually a birth defect caused by a lack of oxygen. (True)	47	71	51%
2. A physically handicapped person cannot get a driver's license. (False)	66	68	3%
3. "Paraplegia" means paralyzed in all four limbs. (False)	15	55	26%
4. Persons who use wheelchairs must always have help getting into and out of their wheelchairs. (False)	57	69	27%

5.	The leading cause of physical disability among teens is spinal cord injury. (True)	49	80	63%
6.	Persons with physical disabilities such as cerebral palsy are usually mentally retarded. (False)	58	69	19%
7.	Persons who are mentally retarded can never learn to read and write.	70	76	9%
8.	Some mildly retarded adults have jobs and live independently in apartments. (False)	71	75	6%
9.	Special Olympics has been granted the official sanction of the U.S. Olympic Committee, and provides sports training and athletic competition for mentally retarded children and adults. (True)	71	74	4%
10.	There is no federal law that guarantees appropriate education for all handicapped children. (False)	41	62	51%

The following chart demonstrates the percentage of students whose attitudes changed (positively or negatively) or stayed the same after seeing the presentation. The test was administered immediately before and after the presentation by COUNT ME IN staff.

How do you feel about the following situations?	Students were asked to respond "Very Comfortable", "Comfortable", "I Don't Know", "Uncomfortable", or "Very Uncomfortable" to each of the following: (Number = 80)							
	Change in a positive direction		Stayed the same		Negative change		No Answer*	
	#	%	#	%	#	%	#	%
11. Meeting and starting a conversation with someone who.....								
a) has cerebral palsy	34	43%	36	45%	4	5%	5	7%
b) uses a wheelchair	17	21%	55	69%	4	5%	4	5%
c) is mentally retarded	30	38%	48	60%	2	2%	0	0
12. Being asked by your school counselor to help someone with homework who.....								
a) uses a wheelchair	19	24%	46	58%	6	7%	9	11%
b) has cerebral palsy	20	25%	42	53%	11	14%	7	8%
c) is mildly retarded	20	25%	41	51%	11	14%	8	10%

13. Being asked to babysit for a child who....								
a) has poor muscle coordination	20	25%	41	51%	4	5%	15	19%
b) uses a wheelchair	20	25%	47	59%	3	3%	10	13%
c) is retarded	29	36%	31	38%	10	13%	10	3%
14. Learning that your new neighbors both....								
a) have cerebral palsy	26	33%	40	50%	6	7%	8	10%
b) use wheelchairs	31	39%	39	49%	2	2%	8	10%
c) have adopted several children who are retarded	21	26%	43	54%	6	7%	10	13%
15. Being asked out on a date by someone who...								
a) uses a wheelchair because of paraplegia	27	34%	34	43%	9	11%	10	12%
b) has mild cerebral palsy	30	38%	31	39%	7	8%	12	15%
c) has a retarded brother or sister	13	16%	46	58%	8	10%	13	16%

*One class ended abruptly and some students did not have time to finish.

The results of the initial pilot program and evaluations seem to indicate the puppets and programs as developed and presented by COUNT ME IN can have a significant impact on secondary student attitudes. The information gathered from the student evaluations, teachers' comments, and students' questions and comments will be used to refine the program during the next year.

Evaluation of 1982–83 Activities

Level III – Training of Trainers and Replication

During 1982-83, COUNT ME IN developed a 20 page Coordinator's Handbook for use by the leaders of groups in rural areas or those who wished to replicate the COUNT ME IN program, as a long term project for their regions. The Handbook contained samples of materials that could be used for ongoing trainings. COUNT ME IN, through its initial training of a corps of 57 volunteers in rural ares (Jamestown, N.D., Bemidji, and Redwood Falls, MN) helped 6 coordinators in laying the foundation for a long term handicap awareness program. COUNT ME IN offered a two-hour training meeting for each of the coordinators, and provided ongoing consultant time to help with the trainers' efforts to guide their projects.

For the 20 volunteers in the metropolitan area who were selected for independent team work, written materials on conducting programs in schools were developed, four

hours of specialized practice for each team were held, and observation and monitoring were conducted on an ongoing basis. Monthly communications (January - May) were mailed. A year-end meeting confirmed that each of the volunteers enjoyed being on an independent team and found the materials helpful.

Evaluation of 1982-83 Activities

Level IV - Presentations

PURPOSE AND DESCRIPTION

COUNT ME IN presented 143 puppet programs about handicapped students to children in 62 preschools, day care centers, and elementary schools between October 27, 1982, and May 23, 1983, reaching approximately 11,760 children and about 475 teachers. The goal of COUNT ME IN (under its federal grant) was to give presentations in 30 to 40 preschools and elementary schools, reaching 2,500 to 3,500 children and about 90 teachers.

The content and information of the puppet programs were adapted for the ages and grade levels of the audiences. Two basic programs were presented. A 45 minute program for preschool and kindergarten children included presentations on blindness, deafness, and one of two physical disabilities, cerebral palsy or spina bifida. For elementary children in grades 1-6, the program was expanded to one hour and presentations on mental retardation, epilepsy, and learning disabilities, in addition to the other three, were available as choices for the program. Each disability was discussed in a 7-10 minute skit that usually involved two puppets, one with the particular handicap, and the other as a nonhandicapped friend.

At the conclusion of the puppet shows, children were each given a COUNT ME IN letter to take home to parents. Teachers received materials for their classroom (braille cards, sign language cards, and a copy of the COUNT ME IN song) and each school received a COUNT ME IN Resource Packet for all teachers.

SUMMARY OF PRESENTATION ACTIVITIES

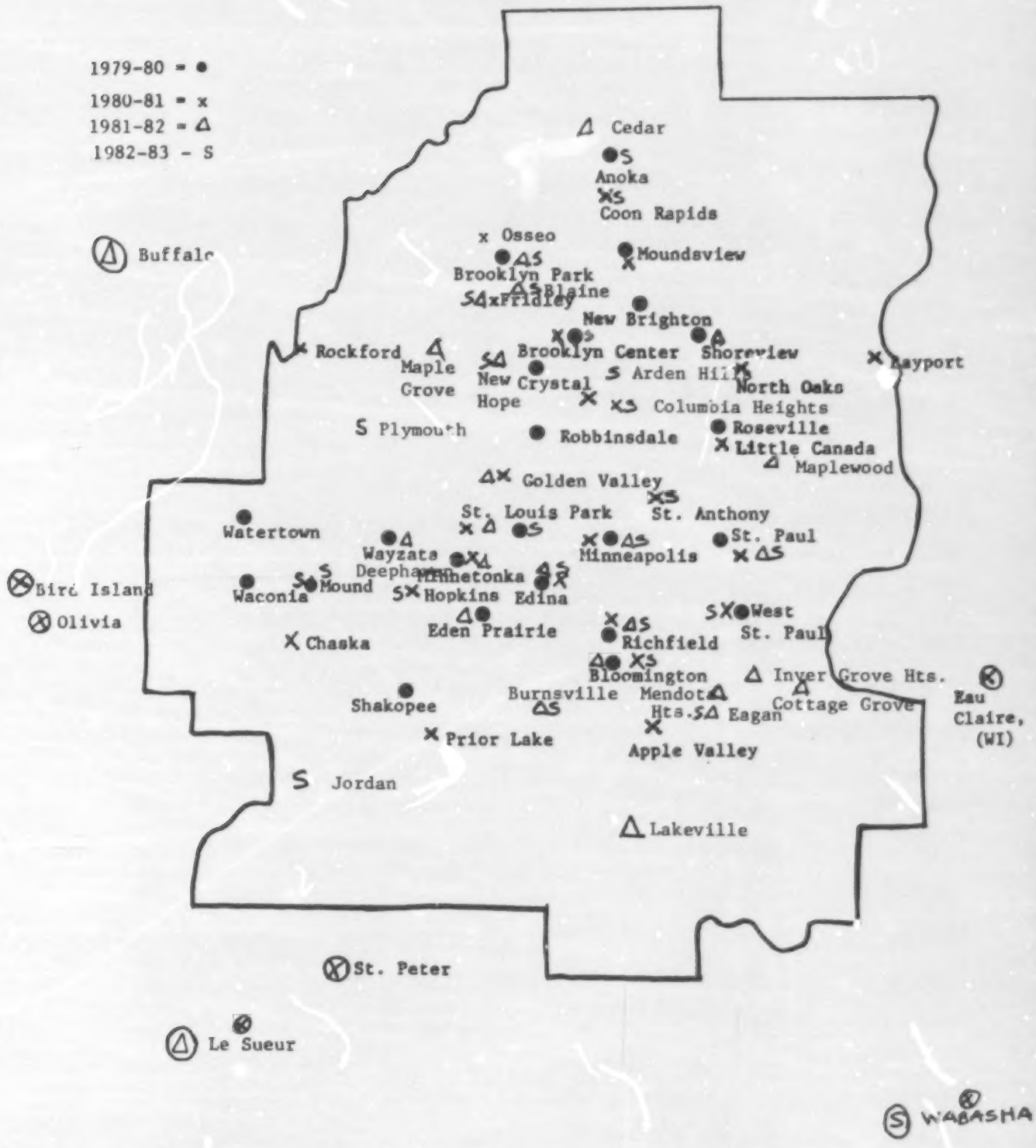
1. How many presentations were given?

Of 140 presentations for 11,460 children in 60 Twin Cities area schools, and 300 children in two outstate schools, 19 (14%) of the presentations were programs for preschool children from 14 nursery schools and day care centers. One-hundred and twenty-one (86%) of the presentations were given to children in kindergarten through sixth grade classes at 46 schools.

In selecting schools for presentations, efforts were made to reach a cross-section of the metropolitan area. A map on the following page depicts locations of 1979-83 presentations.

COUNT ME IN
LOCATIONS OF PUPPET SHOWS
(1979-83)

(Seven County Twin City Metropolitan Area)
1 inch = 13 miles - ⊗ Outside Metro area



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2. How many children and school personnel viewed the program?

Of the 11,460 children who viewed the COUNT ME IN program, 570 (5%) were preschoolers, and 10,890 (95%) were kindergarten through 6th graders.

PACER staff requested a maximum audience size for preschool performance of 40 children with parents encouraged to attend. For elementary programs, PACER staff preferred an audience of no more than approximately 60-90 children (2 to 3 classes). The small audience size permitted personal interaction of students with puppets and equipment.

EVALUATION OF COUNT ME IN PRESENTATIONS

PACER Center evaluated the COUNT ME IN presentations by surveying the children and teachers who viewed the programs.

PACER used the following three types of evaluations:

1. Pre and post performance student evaluations completed by selected audiences of 4th to 6th graders.

2. Post performance evaluations completed by all classroom teachers.

3. Follow-up teacher evaluations of the project after a period of several months.

STUDENT EVALUATIONS

To assess responses from children to the COUNT ME IN programs, a pre and post performance evaluation instrument was developed by the PACER staff. The instrument selected was administered to students in grades four through six during the year. (For results from a total of students in previous years, see 1979-80, 1980-81 and 1981-82 Evaluation Reports.)

The children were asked to complete an evaluation survey before the presentation. Immediately following the puppet presentation but before moving around the room to talk to puppets individually or examine equipment on display, children were asked to complete the post presentation survey. All evaluations were administered by PACER staff persons. For purposes of instruction, students were given hypothetical examples to be sure they clearly understood the directions.

The student evaluation was designed to measure children's responses in two ways: (1) in terms of their responses to the presentation itself, (2) in terms of their comfort level with disabilities and acceptance of handicapped children.

The pre and post performance evaluation consisted of six questions which were chosen to elicit responses related to opinions, misconceptions, and knowledge that children might have about disabilities and handicapped persons. For each question, children had a choice of five responses arranged on a five point Likert Scale. The post presentation evaluation included three additional questions to elicit direct responses to COUNT ME IN goals.

STUDENT QUESTIONNAIRE RESULTS ON THREE QUESTIONS FOR OVERALL GOALS-1982-83

Student reactions to the COUNT ME IN program and its goals are revealed in responses

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given to the three general questions asked on the post evaluation. The tables below demonstrate student responses:

Questions

1. Did you like the COUNT ME IN show? (Number of students = 397)

YES	354	89%
NO	14	4%
NO ANSWER	29	7%
TOTAL	397	100%

2. Did you learn anything new about handicaps today? (N = 397)

YES	326	82%
NO	53	13%
NO ANSWER	18	5%
TOTAL	397	100%

3. After seeing the COUNT ME IN show, do you feel better about handicapped children? (N = 397)

YES	340	86%
NO	31	8%
NO ANSWER	26	6%
TOTAL	397	100%

SIX STATEMENTS MEASURING ATTITUDE CHANGE

The six statements used on the pre and post evaluation forms to determine student attitudes were analyzed for the purpose of determining the overall percentage of students marking each item's response category on the Likert Scale.

In tabulating the results of the evaluations and analyzing the data on the replies to the six statements, it was noted that there was considerable variation from school to school on both the pre test responses and the post test responses for each of the six statements. No studies of the separate sites were conducted prior to the COUNT ME IN presentations to determine the extent of previous handicap awareness efforts or students' acquaintance with handicapped persons.

On the following page the statements used on the questionnaire are listed as they were presented to the students. PACER was most interested in comparing the number of students who chose the "most positive response" for each statement and whether that number increased after seeing the program. The comparisons for each statement follow:

RESULTS OF STUDENT QUESTIONNAIRE

Students were asked to respond to statements concerning attitudes towards handicapped classmates both before and after the COUNT ME IN show by recording whether or not they agreed with each statement. The attitudinal statements are given below and followed by the percentages of students making the most desirable responses.

1. I AM SCARED TO PLAY WITH HANDICAPPED KIDS.

The most desirable response to this statement was "disagree a lot." The number of children giving the most desired response following the show was .96 greater than those giving that response before the presentation (21% of the 397 students gave the most desired response before; 41% gave it afterwards.)

2. A HANDICAPPED STUDENT WOULD BE WELCOME IN MY CLASSROOM.

The most desirable response for this statement was "agree a lot." The number of children giving the most desirable response following the show was .26 greater than those giving that response before the presentation (44% of the 397 students gave the most desirable response before; 55% gave it afterwards).

3. HANDICAPPED KIDS LIKE TO BE ALONE MOST OF THE TIME.

The most desirable response to this statement was "disagree a lot." The number of children giving the most desirable response following the show was .08 greater than those giving that response before the presentation (53% of the 397 students gave the most desirable response before; 57% gave it afterwards).

4. I WOULD LIKE TO HAVE A HANDICAPPED PERSON FOR MY FRIEND.

The most desirable response to this statement was "agree a lot." The number of children giving the most desirable response following the show was .26 greater than those giving that response before the presentation (24% of the 397 students gave the most desirable response before the presentation; 38% gave it afterwards).

5. HANDICAPPED KIDS CAN DO LOTS OF THINGS.

The most desirable response to this statement was "agree a lot." The number of children giving the most desirable response following the show was .22 greater than those giving that response before the presentation (53% of the 397 students gave the most desirable response before; 64% gave it afterwards).

6. HANDICAPPED KIDS ARE SAD MOST OF THE TIME.

The most desirable response to this statement was "disagree a lot." The number of children giving the most desirable response following the show was .32 greater than those giving that response before the presentation (40% of the 397 students gave the most desirable response before; 51% gave it afterwards).

STUDENT COMMENTS

Children were asked for personal comments about the program. Many of them gave added insight to student's reactions.

"I really learned a lot from your show" was the most frequent comment.

Responses from adults who work with preschool children included comments such as the following from one teacher:

"For months after, my children commented on how children in books were like the puppets, parents reported children noticing people with handicaps and naming the puppet with a similiar handicap. Parents who sat in on the program said they felt

much more competent discussing handicaps with their kids, had things to remember together (the beep ball, Braille "Snoopy" book, the deaf boy's birthday party, "Big Wheel" in sign language,...when discussing handicaps."

CONCLUSIONS - STUDENT EVALUATIONS

Analysis of the evaluation results indicate that from a student perspective, the COUNT ME IN program was meaningful and helped to foster positive attitudes. Eighty-nine percent of the students stated they liked the show, 82% felt better about handicapped children after participating in the COUNT ME IN project, and 86% reported they learned something new about handicaps. The puppet presentation, with opportunities for questions and experimentation with aids and appliances, helped dispel fears and apprehensions, and acquainted children with feelings and abilities of handicapped children.

An average of 54% of all students gave the "most desirable response" to six questions on attitudes after the COUNT ME IN presentation, while only 36% of the students had done so before the show. Thus it appears that COUNT ME IN made a significant contribution toward fostering positive attitudes.

TEACHER EVALUATIONS

To determine the effectiveness of the COUNT ME IN program from the perspective of the classroom teacher, PACER developed an evaluation form for teachers to complete immediately after the program.

The following charts show the teachers' responses:

1. How would you rate the COUNT ME IN presentation? (Number = 416)

	Elem. Teacher	Preschool Teacher	Total
EXCELLENT	315	37	86%
GOOD	44	16	14%
FAIR	1	0	0
POOR	0	0	0
NO ANSWER	3	0	0
TOTAL	363	53	100%

2. Did the information on disabilities seem appropriate for the age of your children? (Number = 416)

VERY APPROPRIATE	309	33	83%
APPROPRIATE	50	18	16%
SLIGHTLY	1	1	0
NOT APPROPRIATE	0	0	0
NO ANSWER	3	1	1%
TOTAL	363	53	100%

3. How informative do you believe the show was for your students? (No.=416)

VERY INFORMATIVE	318	31	87%
INFORMATIVE	35	19	13%
SLIGHTLY	4	2	1%
NOT AT ALL	0	0	0
NO ANSWER	6	1	2%
TOTAL	363	53	100%

4. Was the program the right length of time for your children? (No.=416)

YES	351	47	96%
NO: TOO LONG	3	4	2%
NO RESPONSE	9	2	2%
TOTAL	363	53	100%

5. Do you believe the COUNT ME IN show will help improve attitudes that children in your classroom may have toward handicapped children? (Number = 416)

A GREAT DEAL	305	34	82%
MODERATELY	45	18	15%
SLIGHTLY	3	1	1%
NOT AT ALL	0	0	0
NO RESPONSE	9	0	2%
TOTAL	363	53	100%

6. Following the COUNT ME IN presentation, I now feel (a) more comfortable helping a handicapped student fit into my class. (No.= 416)

STRONGLY AGREE	152	17	41%
AGREE	136	16	37%
DISAGREE	10	0	2%
STRONGLY DISAGREE	1	0	0
NO RESPONSE	64	20	20%
TOTAL	363	53	100%

(b) more comfortable helping nonhandicapped students understand disabilities. (Number = 416)

STRONGLY AGREE	162	22	45%
AGREE	121	13	32%
DISAGREE	4	1	1%
STRONGLY DISAGREE	1	0	0
NO RESPONSE	75	17	22%
TOTAL	363	53	100%

(c) more comfortable helping classroom teachers deal with handicapped students. (Number = 416)

STRONGLY AGREE	94	12	26%
AGREE	146	16	39%
DISAGREE	13	0	3%
STRONGLY DISAGREE	2	0	0
NO RESPONSE	108	25	32%
TOTAL	363	53	100%

7. I am interested in using follow-up activities on handicaps with children. (Number = 416)

YES	252	33	69%
NO	23	3	6%
NO RESPONSE	88	17	25%
TOTAL	363	53	100%

8. It would be helpful to me as a teacher to read specific information on disabilities. (Number = 416)

YES	256	32	70%
NO	26	3	6%
NO RESPONSE	81	18	24%
TOTAL	363	53	100%

9. I would appreciate information that would enable me to better recognize "hidden handicaps." (Number = 416)

YES	216	32	60%
NO	62	2	15%
NO RESPONSE	85	19	25%
TOTAL	363	53	100%

10. I would like more information about communicating with parents of handicapped children. (Number = 416)

YES	163	25	46%
NO	81	8	21%
NO RESPONSE	119	20	33%
TOTAL	363	53	100%

11. I would be interested in receiving training about methods of fostering positive attitudes about disabilities. (Number = 416)

YES	129	19	36%
NO	81	9	22%
NO RESPONSE	153	25	42%
TOTAL	363	53	100%

The questions that addressed teachers' specific concerns indicated that following the presentation, an average of 78% of the teachers felt more comfortable about having handicapped children in their classes and helping nonhandicapped students learn about disabilities.

Many of the teachers requested programs and/or materials about specific handicaps. In addition, requests for general information on disabilities were made by several teachers. Many of the teachers who answered "NO" to the questions on general information did add that they would be interested in further information on handicaps if and when a handicapped child were mainstreamed into their classroom

TEACHER FOLLOW-UP EVALUATIONS

PACER also was interested to learn about ongoing influences the COUNT ME IN program may have had on the activities in the classroom. Approximately 2-3 months after a program at a school, PACER sent follow-up evaluations to the 265 classroom teachers whose students had viewed the program before April 15. Fifty-five percent (145) returned the forms, 135 elementary teachers and 10 preschool teachers.

On one section of the questionnaire, teachers were asked to indicate whether they had planned any activities after the COUNT ME IN program to enhance their students' understanding of handicaps. Every one (100%) of the teachers responding indicated

that she/he had done at least one of the following. Many checked several.

	Elem. Teacher	Preschool Teacher	Total*
Class discussion on handicaps	121	9	95%
Simulation activities	17	3	12%
Books about handicaps read by/for children	63	7	36%
Films about handicaps or handicapped children	36	0	29%
Speakers on handicaps	19	3	16%
Equipment brought in	10	6	13%
Field trips related to handicaps	3	0	1%
Other activities	7	0	2%
Total	276*	28	204%*

*Because teachers could check more than one of these categories, percentages are given to indicate what percentage of the teachers responding did any given activity.

Teacher perspectives were valuable in evaluating increases in student handicap awareness. The teacher responses are demonstrated in the following charts.

1. Following the COUNT ME IN program, the majority of children in my class gained knowledge (facts) about disabled persons. (Number = 145)

	Elementary	Preschool	Total
STRONGLY AGREE	77	2	59%
AGREE	54	8	43%
DISAGREE	0	0	0
STRONGLY DISAGREE	0	0	0
NO RESPONSE	4	0	3%
	135	10	100%

2. Following the COUNT ME IN program, the majority of children in my class demonstrated positive changes in attitudes towards persons with handicaps. (Number = 145)

STRONGLY AGREE	48	3	36%
AGREE	63	5	47%
DISAGREE	3	2	3%
STRONGLY DISAGREE	2	0	1%
NO ANSWER	19	0	13%
TOTAL	135	10	100%

3. In what ways has the COUNT ME IN program been helpful to you in the classroom?

The most frequent replies were that COUNT ME IN stimulated ongoing discussion about and awareness of handicapped children, that students became more understanding of handicapped children in their classrooms,

and that misconceptions were corrected. Teachers also cited evidence of how COUNT ME IN had benefitted them personally by making them aware of the capabilities of handicapped people.

TEACHER CONCLUSIONS

The evaluations showed that 100% of the teachers rated the program as excellent or good as well as appropriate and informative for their children.

In addition, 98% of the teachers viewing the program believed that the attitudes of their students toward handicapped children would improve as a result of the COUNT ME IN program. In addition, 83% of those responding to the follow-up evaluation believed that their students had shown improved attitudes toward handicapped children.

EVALUATION REPORT

Since its inception in 1979, the COUNT ME IN project has involved more than 50,500 people in its handicap awareness activities. The staff has trained nearly 500 adults and teens in Minnesota and other states about techniques of presenting information about handicaps to children. More than 50,000 preschool and elementary students in the greater metropolitan area of Minneapolis-St. Paul and suburbs have attended the puppet presentations given by COUNT ME IN staff and trained volunteers. Added to this student population are 300 junior-senior high students who were part of the COUNT ME IN secondary pilot project between January 1982 and May 1983. Approximately 1,250 teachers of metro area students and an additional 400 parents and other school personnel also attended the school programs. Through presentations to adult groups such as teacher inservices, civic organizations, PTA's, and community groups, another 8,100 persons were recipients of COUNT ME IN handicap awareness activities.

Evaluation of 1982–83 Activities

Summary of Telephone and Mail Communications

During its fourth year, the COUNT ME IN project of PACER Center received many telephone and mail communications. The following charts demonstrate the distributions of those intakes:

NATURE OF INTEREST

Professionals	448	62%
Parents of handicapped children	49	7%
Advocacy representatives	51	7%
Parents of nonhandicapped children	3	0%
Others	175	24%
Total	726	100%

GEOGRAPHICAL AREA

11W (Minneapolis and suburbs)	263	36%
11E (St. Paul and suburbs)	150	21%
10 (Southern Minnesota)	25	3%
9 (Southern Minnesota)	6	1%
8 (Southwestern Minnesota)	14	2%
7 (Central Minnesota)	38	5%
6 (Central Minnesota)	14	2%
5 (Central Minnesota)	5	0%
4 (West Central Minnesota)	8	1%
3 (Northeastern Minnesota)	12	2%
2 (Northwestern Minnesota)	5	1%
1 (Northwestern Minnesota)	6	1%
Out of State	180	25%
Total	726	100%

The requests made through the telephone and mail communications were categorized into the several levels of activity engaged in by COUNT ME IN.

NATURE OF INQUIRY

Level I - General information about COUNT ME IN	458	63%
Level II and III - Volunteer training and training for replication	158	22%
Level IV - COUNT ME IN presentations	342	47%
Total	* 958	132%*

*These totals exceed the 726 (100%) intakes because, in many instances, more than one request was made per communication.

APPENDIX

PACER Center, Inc.

Participating Organizations

Comprehensive Epilepsy Program
Courage Center
Friends of Hearing Handicapped Children
Mental Health Assoc. of Minnesota
Mental Health Advocates' Coalition
Minneapolis Assoc. for the Hearing Impaired
Minnesota Assoc. for Children With Learning Disabilities
Minnesota Assoc. for Retarded Citizens
Minnesota Committee for the Handicapped
Minnesota Epilepsy League
Minnesota Foundation for Better Hearing and Speech
Minnesota Speech-Language and Hearing Assoc.
Minnesota State Council for the Handicapped
Muscular Dystrophy Assoc. of Minnesota
Natl. Fed. of the Blind of Minn.
Spina Bifida Assoc. of Minn.
Twin Cities Society for Autistic Children
United Cerebral Palsy of Minnesota

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